

PERSONAL COLUMN

British education has been divided into two nations: independent and maintained. Why? The first answer is that Butler and his colleagues in 1944 decided to perpetuate a "maintained system" separated by a great divide from the "independent sector". But why did they do it? None of the usual answers is convincing. It was not because of the desire to provide free education for all those who wanted it; that could have been achieved by the Government contracting with the churches, other charitable bodies and entrepreneurs to provide as many "free" schools as were needed, without setting up a great new maintained system. Nor was it because state provision of maintained schools enabled the Government to set minimum standards: amazingly, the 1944 Act failed to establish any system for ensuring that pupils in maintained schools would reach a minimum standard, and if standards had been set, they could in any case have been applied to all schools, whether provided by the state or by others.

The explanation lies, rather, in a belief which at the time seemed obviously true, but which has since seemed much more questionable. To Butler's little band, and to the electorate at large, the state – in the form of the local authorities – seemed the best possible provider of education. It was held to be as pure of heart as the charities, but



Butler's band perpetuated the maintained system.

better organized; as concerned for the spiritual welfare of pupils as the churches, but richer, more modern and non-sectarian; as effective as private entrepreneurs, but untainted by the profit motive.



OLIVER LETWIN

Mixed blessing

'The problem is combining the merits of independence with those of state funding, while restoring the state as impartial arbiter of standards'

With hindsight, this credo looks shallow. Local authorities have not proved to be particularly well-organized. Their riches have all too often been dissipated in bureaucracy. They have not been effective in achieving high standards of learning or discipline.

Worse still, by becoming the major providers of education, the local authorities and the Department of Education have lost the ability to act as independent arbiters of quality. As providers, they have become judges in their own case, with a vested interest in pretending that oil is for the best in the best of all possible educational worlds. In short, so far as the maintained sector is concerned, the 1944 settlement has created incentives not for excellence but for complacency.

The fate of the independent sector is not much better. Independent schools are not welcomed by the educational establishment as providers of first-rate schooling and as a means of relieving the burden on the tax-payer. Instead, they are scorned as bastions of wealth and privilege. Those of them that are in practice neither wealthy nor privileged suffer from the image, and yet struggle along without any degree of state support.

When an independent school does well, and its pupils win places in the best universities, it is met by a chorus of outraged

egalitarianism. When an independent school does badly or misbehaves, it is immediately subjected to a torrent of self-righteous criticism: "This would never have happened in the maintained sector".

One way and another, the independent schools are beleaguered, defensive, self-conscious and undervalued – participants at a fringe event who are never invited to the main festival.

If we were starting afresh, we would never recreate such an arrangement. But, of course, we are not in that happy situation. We have to start – or, more precisely, the present Government has to start – with where we are. The problem is how to move from that position to one in which the merits of independence (self-determination, competition, flexibility) are combined not only with the merits of state funding (free education for all those whose parents are not able or willing to pay), but also with the restoration of the state as an impartial and dispassionate arbiter of standards.

Solving this problem sounds like a big task. But that is exactly what Mrs Thatcher and Mr Baker have taken on. Their plans amount to nothing less than an effort to break down the barriers between the maintained and independent sectors. They are trying to create a world in which independence is not a consumption that can be achieved only by forsaking state funding,

but rather something that is available within the maintained system. And they are intent on making the state a judge of the standards provided by others rather than an apologist for the failings of its own provision.

The plan is simple and well-known: a proper budget for every maintained school, run by and for that school, with the right for every maintained school to opt out and run itself entirely if the local authority becomes too domineering, and with rigorous universal tests in basic skills for all children. There are methods of eroding the distinction between "independent" and "maintained", distancing the state from the provision of schooling, and enforcing standards.

Only one more element is required to complete the picture. The present independent schools need to be given the right to opt in, so that they can open their doors to any pupil regardless of his parents' means. With that change in place, added to all the others on which the Government is now embarked, British education could at last become one nation – in which a multitude of independently-run schools, each with its unique character, and each with access to support from the tax-payer, could work together in amiable competition to provide the best possible education for all. We have to hope that the day will not be far off when that dream comes true.

NEXT WEEK

Governors and governing

The first of a major eight-week pull-out series covering every aspect of school governance

Opting out of IEA

Responses to the consultation paper

Rising fives . . .

. . . or falling fours? What really happens in infant classes

Extra: Science

THE TIMES Educational Supplement

OCTOBER 23 1987 NUMBER 3721

Bill could block the way to integration

Opting out may hurt special needs pupils

by Sue Surkes

Parents are concerned that schools which opt out of local authority control will not cater for children with special educational needs, a member of the House of Commons said at the weekend.

Chris Marshall, staff inspector of special needs, said extra cash might be granted to opt-out schools to cater for special needs children.

Mr Marshall said that the Department of Education and Science is going ahead with a review of the Education Act that is almost certain to lead to a revised Government plan to present the results to parents early next year.

Speaking personally, and as a member of Parents in Partnership, the parent group that organized the consultation, Mr Marshall commented that the plan was on 60 to 70 points which he said would be a "third force" in the way of the Act's implementation. Many of them had been suggested in evidence submitted to the Commons Select Committee on Education, Science and Arts, which had produced a report on special needs.

The officials will have their work on the DES-funded research projects, headed from the Select Committee, and other information already received, including letters from parents, under consultation with the DES.

Mr Marshall would not say whether any of the proposals would be accepted, but he said that the DES was looking at the effects of the Act on schools for moderate learning difficulties and physical handicap, and the effectiveness of support services.

Mr Robert Harvey, the IEA's assistant education officer for special education, warned that rate-capping would create "very serious difficulties" in the next financial year.

Mr David Morjoran, HMI for art and design, speaking to the annual conference of the National Society for Education in Art and Design in York, said that obtaining funding was unlikely to apply to any art subject.

Replying to a question about assessment and the national curriculum, he said that there were different views about assessment targets and tests, adding: "But I see no need to worry. I think testing will be denied the arts."

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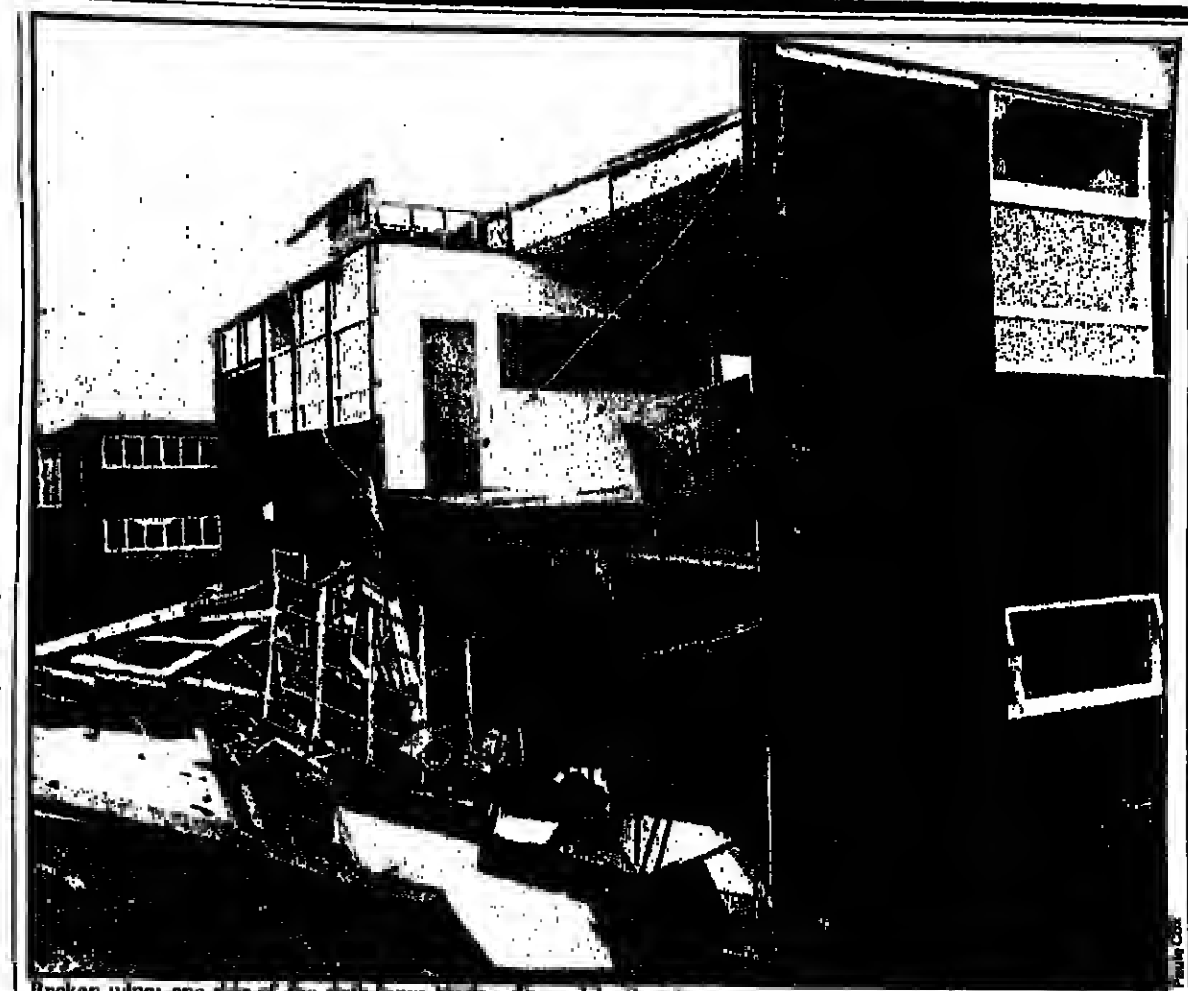
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Broken wing: one side of the sixth-form block collapsed in the storm

Baker denies plan for new inspectors

by Barry Hugill and Richard Garner

Mr Kenneth Baker has assured the local authority association that he has no plans to "nationalize" their inspectors and advisers.

Mr Baker said that the creation of a special "third force" of super inspectors independent of both the L.A.s and HMI Inspectorate charged with monitoring the proposed national curriculum.

Worries that the Minister had designs on the local inspectors were first aired in September when, at a meeting between the L.A.s and Department of Education and Science officials, it was

next Monday in an attempt to stem some of the thunder of an all-party group which is calling for a united response to the Baker proposals.

Mr Brian Sams, of Bealey, leader of the Conservative group on the A.M.A., is organizing a conference in Solihull on the same day as the newly-formed Standing Conference on the Bill, containing teachers' union representatives and church groups as well as L.A.s members, is holding its meeting in Birmingham.

Mr Sams, who said that Conservatives from at least 20 metropolitan L.A.s would be attending the Solihull gathering, claimed that the other conference would be solely concerned with achieving an anti-Government consensus.

The higher education version of the Technical and Vocational Education Initiative was announced this week, writes Mark Jackson. It will aim to offer all students the chance to learn management and business skills, and to gain relevant work experience.

The programme will be the responsibility of the Training Commission – the name under which the present Manpower Services Commission, stripped of its non-training activities, will operate in future.

Universities shake-up, page 9
Baker's Bill, pages 12 and 13

said that the Government was undecided as to who should employ the inspectors responsible for the new curriculum.

But, in a letter sent to the associations this week, Mr Baker said that both HMI and the L.A.s advisers and inspectors would have a vital role to play in monitoring the curriculum.

But he concluded that "no special provision is necessary". Trained, acknowledged there were different views about assessment targets and tests, adding: "But I see no need to worry. I think testing will be denied the arts."

Tideway almost blown away

by Linda Blackburne

One of the country's most innovative comprehensive schools has been severely damaged by last Friday's hurricane-force winds.

Tideway School, which is perched on a cliff overlooking Newhaven in East Sussex, was closed this week but it is hoped that it will reopen after half-term. Earlier this week attempts were being made to find temporary accommodation for the school's 1,300 pupils.

During the storm, the sixth-form block collapsed on one side. One of the main teaching blocks with 14 classrooms lost most of its roof and another block suffered roof damage and many smashed windows.

Tideway is well known for being one of the first to introduce the so-called continental day. It won two national curriculum awards in 1984 and 1987 and also received the Fowett Award for equal opportunities in the curriculum.

When the school reopens after half-term, it will be able to accommodate only the fourth, fifth, sixth and seventh years. It is not yet known how the first three years will be housed.

Schools' damage, page 3

NOTICEBOARD

PEOPLE...

Mr Leslie Fielding has taken up his position as vice-chancellor of the University of Sussex. He was director general for external relations at the Commission of the European Communities in Brussels.

Dr William McAloer, a senior lecturer in the department of business studies at Queen's University, Belfast, has been reappointed as chairman of the Colleges of Education Negotiating Committee, Northern Ireland. Air Commodore Ian Forster has been appointed director of Newcastle University's careers advisory service. He was director of training with the Royal Air Force.

CONFERENCES...

October 23
The Open College organized by the National Association for Staff Development in Further and Higher Education at Manchester Polytechnic. Speakers: John Treaster, Nys Rowlands and Roger Lewis. Fee £25 members, £12 non-members. Details Mrs B. Abbot, CEDAT, Shepherd's House, Elizabeth Gasford St, Hathersage Road, Manchester M13 0JA.

October 24
Needs of and provision for the child of high ability at school organized by the National Association for Gifted Children at Westminster Community School. Details from Ruth Gale, NAGC, 1 South Audley Street.

London W1Y 5DQ

October 30
Research on headship British Educational Management and Administration Society seminar in London to discuss research on primary and secondary headship. Details from Dick Weindling, NFER, The Mere, Slough, Berks SL1 2DQ.

October 30 and 31
Beyond the nation: international perspectives on cultural studies organized by the Association for Cultural Studies at Portsmouth Polytechnic. Fee £14 (£7 students). Details from Roger Bromley, School of Social and Historical Studies, Portsmouth Polytechnic, Kings Road, Bellevue Terrace, Southsea PO5 3AT.

October 31
The changing face of education organized by B1 Action, a national network of parents of children with special educational needs, at Ashdown School, Rugby. Details from Falcely Evans, 18 St Vincents Road, Westcliff-on-Sea, Essex SS0 7PR.

November 3
Forum for Access Studies conference on access courses and the role of the validating bodies at Birmingham Polytechnic. Details from Claire Durkin, FAST, 58 Clapham Common North Side, London SW4.

November 4
Politics Association 10th-form conference in Central Hall, Westminster, on The aftermath of the 1987 election. Tickets £3 from Peter Lewis, 30 Stone Lane, Lydiate Millant, Skidmore SMO 9LD.

EVENTS...

October 27
Associated Examining Board seminar and awards at the Sedgwick Centre, London E1. Senior staff from industry and education with an interest in industry/education liaison are invited to phone George Turnbull at the AEB if they wish to attend. Admission by invitation only. 0483 506506

November 2
Primary education – looking to the future by Ian Marsh, organized by the National Association of Primary Education, at Thames Polytechnic at 8 pm. Details from Janet Bristled, 21 Monk's Orchard, Wilmington, Kent DA1 2TB.

November 7
National Association for Tertiary Education for the Deaf open meeting in Hull for all those concerned with the welfare of deaf people in post-16 education. Details from Jill Merritt, Service for Hearing Impaired, Cape Road, Warwick CV34 4JP.

November 7
After Islington: what next? Ways of helping young people at Leicester Polytechnic with Alison McKay, Anthony Lawton, June Chadwick, Euan Slater, and Carole Sutton. Fee £25. Details from Industrial Liaison Centre, Leicester Polytechnic, PO Box 145, Leicester LE1 9BH.

November 7
2000 Ory's Inn Road, Leamington Spa CV32 3JF. Friday, October 16, 1987. Registered as a newspaper at the Post Office. ISSN 0001-7897

November 7

How am I doing? Staff development in primary, middle and secondary schools at Hitchingbrook House, Hurlingham, with Dr Derek Westers, visiting fellow, the London Institute of Education and former director of the IEA Primary Management Centre. For details please send a stamped addressed envelope at least 22 cms by 10 cms to The College of Precursors, Eastern Regional Course Secretary, Woodend View, Lower Road, Hare Hales, Thetford, Norfolk IP25 7EB.

November 11–12
Careers for Women annual course takes European Year of the Environment as its theme. Programme includes architecture, conservation, housing, water engineering, etc. Details from the National Advisory Centre on Careers for Women, 8th Floor, Artillery House, Artillery Row, London SW1P 1RT.

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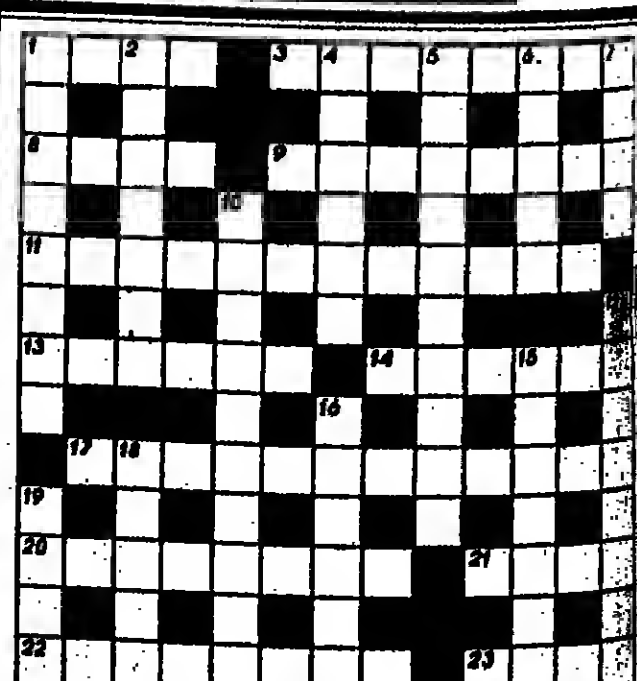
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No 327 CROSSWORD by Rufus



Across
1 Lay off the wine (4)
2 Remarks – boy French the school head may be (8)
3 Stay well away from work (6)
4 A relation in retirement (7, 2)
5 Girl is disposed to a sex (8)
6 Type of engine one finds in Leeds broken down (6)
7 The country's top people – emerging from Heathrow (16)
8 Tricked into side view (8)
9 Goddess in terrible danger (4)
10 As without work up

Down
11 The pharmacy (4)
12 Governors back in nursery education (4)
13 Down
14 Writer dancing partner? No, but it's thrown for enjoyment (6)
15 Disgust around the Kremlin, for example (7)
16 Gave an address to read out (6)
17 Carried on when supported (10)
18 Troubled religion current in W. Africa (5)
19 One bound on crest of a wave, we hear (4)
20 Diving out with meat and drink (12, 3, 4)

Solution to puzzle 326
Across
1 LAY OFF
2 REMARKS
3 AWAY
4 RELATION
5 GIRL
6 TYPE
7 COUNTRY
8 TRICKED
9 GODDESS
10 WITHOUT
11 PHARMACY
12 GOVERNORS
13 DOWN
14 DANCING
15 DISGUST
16 ADDRESS
17 CARRIED
18 TROUBLED
19 ONE
20 DIVING

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Governors & Governing

See centre for 4-page pull-out



NUT = No U turn



Four and a state



Art of the state



Extra: Science



"THE FINEST IN THE WORLD..."

Mr Richard Luce has one of the least enviable portfolios in Mrs Thatcher's team. To be Minister for the Arts administering a budget for a government which doesn't really believe in either the arts or public subsidies, is rather like being an ambassador in implacably hostile territory. Mr Luce is also responsible for libraries and here, too, he has an uphill task in convincing the men and women who run the libraries that he is on their side. He freely admits he earns his Brownie points by cutting public expenditure, not increasing it. His job is to extend the frontiers of the market economy not defend the ramparts of the public sector. He talks to them (as in his speech to the Library Association last week) of joint ventures with private business, of the need for libraries to "take greater responsibilities for selling themselves", and for introducing more fee-charging "extras", so that "the basic services remain free".

The emphasis throughout his speech was on the need to protect the basic library service. "The promotion of books", he said, "is the primary role of libraries". The inference was perfectly clear. Outside this basic library function, the way is open for increased charges. Libraries, like universities, will have to look to new sources of income and ways of making "non-core" services self-financing.

The fact is that libraries are at the crossroads of the information revolution and it is difficult to think of any particularly persuasive reason for giving books *qua* books priority over all examples of other forms of communication. Records have been part of the library stock for many years. More recently the arrival of video has extended the range of materials which libraries can usefully stock. On-line data

retrieval will depend increasingly on the economical use of electronic resources which libraries are ideally placed to undertake.

It is quite possible to yield to no one in respect for books - what Mr Luce calls "those miracles of print and paper which encapsulate the wit and wisdom of mankind" - yet doubt if the technology of Gutenberg is the end of the matter. If what is important is access to information and ideas, the form in which these are captured is neither here nor there.

If the future of the library service is to be decided on ideological grounds - public sector bad, private sector good - then the prospects for the public library service are not particularly encouraging. If a true pragmatism can be maintained, however, in which public and private can enter into a real partnership, then there is plenty of scope for co-operation.

The role of the public library should certainly be allowed to develop, and there is absolutely no reason at all why a country which is growing richer should not decide to spend more of its wealth collectively, achieving thereby the elementary economics which libraries make possible.

Public libraries, like public service television, give incredibly good value for money. If they were paid for out of charges, it would all cost a great deal more than it now does to provide a similar service. But information is the great and growing business of the post-industrial age, and it must be for the libraries to respond to the information explosion without trying to do everything, or be everything to all men.

Mr Luce is right. There is a real challenge here to the enterprise of the library service managers. He talks of pump-priming to encourage this enterprise.

This could be highly creative, provided it is done with sufficient generosity and imagination. Provided, that is, that gut hostility to public enterprise doesn't inhibit sensible investment.

In welcoming initiatives of this kind, however, it is impossible to avoid noting that the main thrust of Mr Luce's speech is restrictive and narrow. A strong and expansive public library service is needed now more than ever. The more the schools are pushed towards market mechanisms and made dependent on private fund-raising (see Richard Pring's article on page 4) the more important it is to defend, on purest conservative grounds, the public libraries and the principle of free and open access to knowledge and to education. This should be something which should transcend party loyalties. With pardonable chauvinism, Mr Luce opened his remarks by claiming that Britain has "the finest public library service in the world". It should be the universal aim to keep that proud boast.

But these are dodgy times. Britain also has "the finest public service television in the world", yet everybody knows there is a very real danger that this is about to be sacrificed on the altar of ideology. It is widely recognized that deregulation may well have the paradoxical effect of increasing competition, while reducing the variety and the quality of the programmes, with consequences which could only be culturally debilitating, with a knock-out effect on education standards which will be certain, if impossible to prove. It may well already be too late to hold the pass in TV. But it is not too late to defend the public library system and campaign for its imaginative development to the electronic age.

Second opinion

TRIUMPH OF THE EL VINO PRINCIPLE

Question: What is the connection between El Vino's, the celebrated Fleet Street wine bar, and Birmingham's grammar schools?

Answer: Both have been adjudged to have treated women less favourably than men and, in consequence, to have broken the law.

Last week, in a case brought by the Equal Opportunities Commission, the High Court ruled that Birmingham city council had discriminated against girls by providing, in their grammar schools, fewer places for girls than for boys. The judge, Mr Justice McCullough, granted the EOC the declaration they had sought, namely that the arrangements currently made by Birmingham city council for the provision of selective secondary education were unlawful because of Section 23 of the Sex Discrimination Act 1975 read with Section 8 of the Education Act 1944.

What with the *Keating* decision two years ago (you don't have to provide single-sex schools but, if you do, you must not so provide less favourably for one sex than for the other) and now the *Birmingham* decision (you don't have to provide grammar schools but if you do you must not so provide less favourably for one sex than for the other), to say nothing of the looming Bill, i.e. a.s. must be wondering: "How somebody got it for us? Are we an endangered species?"

Surely, you may say, the judge couldn't have taken into account the fact that Birmingham did not deliberately put girls at a disadvantage? Or that to remove the imbalance between boys and girls would pose legal, financial and administrative difficulties? Oh yes he did.

But there was some comfort. In *Keating*, the end of his argument on behalf of Birmingham that the QC launched an *Exco* missile. The EOC, he said, could have complained to the Secretary of State under Section 99 of the 1944 Act; and, since the Commission had that alternative remedy open to them, they should have gone to him rather than come to the High Court. The *Exco* missed the target - but apparently not by very much. The judge regarded this as one of the rare cases where, despite the alternative remedy, judicial review - in the shape of the declaration - should be granted.

Why was Birmingham picked on for the test case? Probably because of the imbalance and size of the intake - 540 boys and 360 girls.

Are there i.e.a.s. other than Birmingham anxiously waiting for the verdict of the transcript of Mr Justice McCullough's judgment? Probably. Of the 29 i.e.a.s. in England and Wales which provide selective education, only six others (in addition to Birmingham) have an imbalance of boys and girls of more than 20 per cent; and a further five have an imbalance of between 10 per cent and 20 per cent (January 1986 figures).

If Baker's Big Bang goes off as planned some of the schools wanting to opt out in favour of grant-maintained status may be schools contributing to the i.e.a.s. sex imbalance ratio. The remedy is simple. The i.e.a.s. should discriminate like anything against the sex which currently has "more favourable treatment" in any school which is showing signs of wanting to opt out. Feeling better now? You shouldn't be. Your action, encouraged by the column, of discriminating like anything against children from the Suchandshu feeder primary, to reduce the discriminatory imbalance in the overall annual intake, is clearly discriminatory. Give up!

All in all, the NCES conference wasn't a very encouraging line for teachers. It was nice to see Sir Rhodes Boyson back to action - at least he has a sense of humour which is more than you can say for some luminaries of the hard Right - but sad to hear him campaigning to reduce primary teacher training to two years! He didn't actually say that any mother's soul could do the job but that was the inference.

NO COMMENT
The specimen papers aimed at providing an idea of the standard expected, unfortunately there are some errors present in these papers.
Letter from the London and Essex Education Authority.

Schools throughout the country were still suffering considerable disruption this week because of the atrocious weather. Linda Blackburne and Iola Smith report

Storm-damaged schools faced with demolition

Thousands of children were still at home this week after violent storms ripped off school roofs and obliterated classrooms.

The worst-hit schools in Hampshire, the Isle of Wight, Sussex, Kent, Essex and Suffolk were counting the cost of the damage. Many councils will be appealing for Government help after what Home Secretary Douglas Hurd called the worst night of disaster since the wartime blitz.

Some schools were only able to stay partially open by asking groups of pupils to come in on alternate days.

Damage included blown-off roofs, demolished temporary classrooms, broken heating systems, shattered windows and entrance blocked by trees. Many teachers and children were unable to reach school because of fallen trees blocking roads.

One of the worst-hit areas was Essex where the council is considering demolishing some of its severely storm-damaged schools. A council spokesman said repairs in badly-hit schools could cost about £100,000 per building.

Essex, which is spending £38.7 million on a school rebuilding programme over the next five years, will consider making a plan for Government cash at a council meeting next Tuesday.

Another Essex school, St John Payne Secondary at Chelmsford, lost the roof off its middle school building. Workmen were fitting a temporary roof at the beginning of the week.

More than 50 per cent of Suffolk's 252 schools were affected by the storms. There was a blanket closure throughout the county last Friday and the cost of the storm has been estimated at more than £150,000.

Roofs were blown off several classrooms at Bungay High and covered walkways were demolished at Chantry High in Ipswich. Two temporary classrooms at Kirkley High, Lowestoft, were destroyed.

Other Suffolk schools were made safe and children asked to arrive for lessons with warm clothes and soup. In Hampshire, where 43 of the county's 714 schools were still closed this week, pupils at Yateley School, near Camberley, were going into class-



After the storm, YTS students from Hadlow College of Agriculture and Horticulture clear fallen trees from their unit at the Mid-Kent College in Chatham.

ses on alternate days. Most of the county's schools were suffering continuing power failures.

On the Isle of Wight about 30 per cent of the 68 schools were damaged and four were still closed this week. A county hall spokesman said: "Friday was terrible - a shambles. There was total chaos on the island."

In Kent more than 100 schools were closed giving 26,500 children an unexpected holiday this week. However, the police kept 12 of them busy with interviews after stationery was looted from storm-damaged Kings Farm junior school.

Mr Mick Beekworth, head of the education department's building and sites section, said: "Complete roofs have been ripped off and buildings have been obliterated. I was told that at least one school had been lost but that has not been confirmed." All schools in East Sussex were

closed on Monday to give the county a "breathing space". A county spokesman said: "Communications are still problematic so the decision was made to avoid complicating matters unduly and to give time to assess the position."

He added that some primary schools were using village halls for classes while repairs were being carried out.

By comparison, West Sussex escaped lightly. Only 18 of the county's 301 schools were wholly or partly closed. The main problem was power cuts and the county asked parents to telephone to check whether schools were open.

A storm damage unit was set up by the Inner London Education Authority the morning after the hurricane-force winds hit the capital. Co-ordinated by Mr Neil Fletcher, ILERA leader, and Dr Bill Stubbs, chief education officer, the unit was led by the authority's architect, Mr Brian

Noble. In Lambeth, one of the ILERA's worst-hit areas, nearly all schools were closed on Friday. But in the outer London borough of Hillingdon, children did not even attempt to arrive for lessons. All the schools were shut for a teachers' training day.

The severe floods which hit west and north Wales over the weekend have wreaked havoc in Dyfed.

Carmarthen bore the brunt of the disaster. The town was totally cut off on Monday and, although the flood water receded by four feet on Tuesday, all schools remained closed.

Surrounding rural areas fared a little better. Although some schools were closed, the majority were working normally. Pupils in other parts of the principality affected by the floods - north Wales and Powys - have not been troubled as it is their half-term.

COMMENT

1066 AND ALL THAT

It was inevitable that some would see the Historical Association's readiness to tackle the question of a national history curriculum as tantamount to collaboration with the enemy (see page 13).

While it is true that the association's quite proper attempts to define what every child should know about the past received encouragement verging on patronage from Sir Keith Joseph and anticipated Kenneth Baker's national curriculum proposals, the gibe that the HA had become the Secretary of State's "poodle" conveniently ignores the fact that there is - and has long been - a clear need for some agreement about what history should be taught and when.

Indeed, it might be argued that whatever else might eventually emerge by way of a wider national curriculum, the nature of history as a continuous narrative, and its role in developing an informed national identity and a sense of belonging, makes some such consensus on history an inescapable necessity.

So, whatever else might be said about the Historical Association's history-for-all proposals, it has performed an honourable service to schools and to the wider community and has provided a useful point of departure for wider discussions.

It is further to the association's credit that it has followed up its ideas with an unprecedented series of nationwide conferences to consult history teachers and to emphasize further that its proposals are meant as its first, rather than its last, word on the subject. Indeed, if teachers, curriculum developers and subject associations in general had done more in the past to discuss their ideas and to listen to the views of those in and out of the profession, they would probably not now be faced with a curriculum imposed on them from above.

In history, as in some other subjects, there is a lively debate about the relative importance of content and process. It is undeniable that the objective study of the lives and times of our forebears necessarily involves and develops certain skills and understandings about such things as the nature of evidence and the perceptions of others.

It is hard to see, however, how historians can claim that theirs is the only subject capable of achieving these important forms of learning. On the other hand, no one would deny, surely, that there are significant events, developments and personalities from the past which every school-leaver should be familiar with. They represent a chronology that is part of our common culture without which it would be difficult to make sense of a television costume drama or alone our political system or the human



rights and responsibilities held dear, not just by the Conservative Party (whatever exclusive claims it lays to traditional loyalties) but by every constitutional political party and self-respecting libertarian.

Clearly, historians and teachers of history have a vital part to play in determining exactly what must be taught, when and how. But theirs is not the only view that now matters; what they want to teach is no longer what society as a whole is prepared automatically to accept as what pupils need to know. That is the structural change in the politics of the curriculum that all subject interests now have to come to terms with.

TEACHER ABUSE

Mr Martin Rogers, the chief master of King Edward's School, Birmingham, wants teachers' strikes to be made illegal. From the comfortable haven of a well-heeled Midlands public school, he told the National Council for Educational Standards that teachers, like service personnel and police, should be forbidden by law from withholding their labour and, in a most unhelpful attempt to snatch a headline, he described striking by teachers as a form of child abuse.

It is extremely difficult to know what Mr Rogers, as chairman of the Headmasters' Conference, thought he was going to achieve (except currying a little favour with hard Right teacher-bashers) by indulging in this catch-penny stuff. Even those - who certainly include *The TES* - who would strongly support the kind of binding arbitration procedures which are usually known as strike-free agreements, see no reason to single teachers out from all other professional groups, such as doctors and nurses, for penal anti-strike sanctions. Mr Rogers does nothing to add to the credit or credibility of the HMC with such talk.

All in all, the NCES conference wasn't a very encouraging line for teachers. It was nice to see Sir Rhodes Boyson back to action - at least he has a sense of humour which is more than you can say for some luminaries of the hard Right - but sad to hear him campaigning to reduce primary teacher training to two years! He didn't actually say that any mother's soul could do the job but that was the inference.

NO COMMENT
The specimen papers aimed at providing an idea of the standard expected, unfortunately there are some errors present in these papers.
Letter from the London and Essex Education Authority.

Male abuse and harassment keep girls in their place

by Diane Spencer

A horrifying picture of male violence against women and girls in mixed secondary schools was presented by Mr Pat Mahony, a lecturer at Guildenstern College, in a conference in Leeds last week.

Mr Mahony claimed that schools accept male sexual violence as an integral part of classroom life. She was speaking at a conference organized by the Leeds Women's Committee with the support of teachers' unions.

Six years ago when she began her research into gender and education, she thought girls lacked equal opportunities because they were "marginalized from classroom talk, physical space, high status jobs and from large parts of the male-oriented curriculum".

The solutions she thought, were not easy, but at least straightforward. She encouraged her student teachers to produce better, non-sexist materials and to devise strategies to distribute class time fairly.

However, when she began to assemble material for her book, *School for the Boys* (1985), she realized: "My naïveté had been monumental." The evidence from girls and women teachers showed that the real problem was sexual harassment and violence.

Results from a smaller research study last term of schools in and around London, where teachers were attempting to improve equal opportunities for girls, showed there was still a disturbing picture of male violence.

Sexual assault, though not a common feature in mixed secondary schools, did occur and schools responded inadequately. One teacher told of three third-year boys who sexually assaulted a second-year girl. Suchandshu feeder primary, to reduce the discriminatory imbalance in the overall annual intake, is clearly discriminatory. Give up!

Mr Mahony commented: "A wider message is transmitted to all pupils: that sexual assault of girls by boys does not constitute a serious matter. In this respect the school does not merely protect social values, but actively teaches them."

Another teacher complained to her of the "heavy teasing" that goes on in corridors, which could make the day wretched for girls. "Boys," she said, "grabbed breasts, pinched bums or took things from girls so by the time they got them back they were late for lessons."

Verbal sexual abuse was also common. One group of girls compiled a list of 200 offensive words used by boys; "slag" was the most common.

Women teachers, especially the younger ones, "are constantly reminded by boys that their identity is primarily sexual, not professional". A male teacher told her: "There are certainly no 'go' areas for women staff in corridors." A woman teacher talked of boys "grabbing a corridor, cat-calls and sexual gibes".

Male teachers were not blameless either. She cited a report from Birmingham, which complained of widespread harassment of women teachers, especially by their male superiors.

From her own research, she heard of a 12-year-old girl who reported that Mr X had entered a room where several girls were changing for play. "I think he must have had something to drink

'cos he kept looking at us really funny... starting at us... well at our tops and he said something about being well developed."

Some male teachers still regard girls as subservient. A 15-year-old was told by one to pick up some rubbish at the end of a lesson. "You'd better get used to it as it's good training for later on," he said. She replied that he was sexist and walked out.

Girls only rooms and groups could be helpful, she said, as long as they were set up with the support and understanding of the pupils and staff. In one school the girls only room was popular, but some of the male staff misunderstood the reasons for it. They thought girls needed to be quiet at certain times of the month.

Male teachers should play their part in changing boys' attitudes and behaviour; women could not fight the battle alone, Mr Mahony said.

A woman teacher has been awarded record damages for sexual harassment and a public apology in an out-of-court settlement from her former education authority, Hampshire County Council.

Ms Diane Brown, who was head of modern languages at Frogmore community school, Yateley, suffered prolonged harassment, including abusive phone calls from a senior male colleague, and complained to her union, the Assistant Masters and Mistresses Association.

The union decided to bring the case against her employer, because of the school management's failure to resolve the problem. Just before last week's hearing was due to take place, the two sides settled for £7,000 compensation and an agreed "declaration and apology".

The statement acknowledges that she was subjected to sexual harassment which amounted to unlawful sex discrimination in breach of the 1975 Act, and that she "suffered greatly as a result", for which the authority "unreservedly apologizes". Mrs Brown left Frogmore last August, for a post in Camberley, Surrey.

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In the face of creeping privatization, what price Government promises on fees and charges? Richard Pring believes actions speak louder than words can ever do

Free... to those who contribute

"The Government remains firmly committed to the principle of free school education established by the Education Act 1944." That, at least, is what the recent consultative document *Charges for School Activities* says.

But is the Government "firmly committed"? That, of course, depends upon what you mean by "free school education" - upon what services should or should not be paid for, upon how much parents should be expected to contribute (to maintenance, to books, to the "extras"), and upon what level of resourcing the Government regards as adequate for those unable to pay themselves out of the maintained system. And there is enough evidence to show that a Government, which can seriously contemplate privatization within the prison service (no doubt in pursuit of the admirable objective of extending home ownership), is less "firmly committed" than it cares publicly to admit.

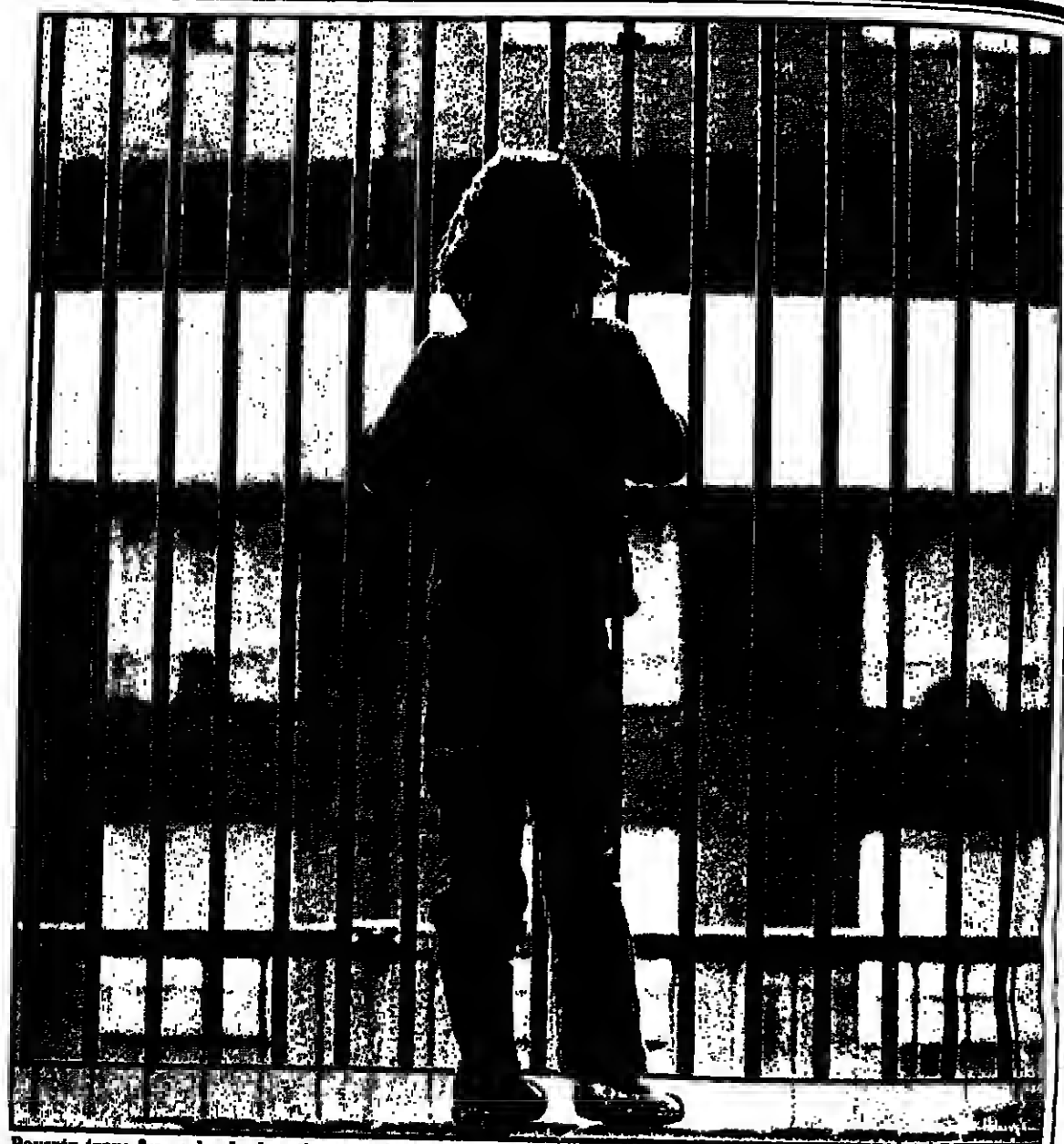
The difficulty in challenging this Government statement lies in the complex and often subtle ways in which "free education" is being undermined - the ways in which the system is becoming "privatized" without, of course, that word being used. But we are already well down the road to a privatized system, with the commitment to "free school education" only as a safety net for those who are too poor, too stupid, or too immoral to be when I came to Exeter to purchase a proper education for their children.

I was first made aware of what was happening seven years ago in a conversation with a distinguished chief education officer who told me how deeply rooted in Government, especially Treasury, thinking was the idea of privatization of public services, including education. The suggestion seemed foolish at the time, though, nonetheless, worthy of closer scrutiny. What emerged upon investigation was a shift from the free education of the 1944 Education Act, as that was gener-

ally understood, to an education, the quality of which depended (and was expected to depend) upon private means.

First, there was (and increasingly is) the public support for private education (through the gradual extension of the Assisted Places Scheme, which provides 50 per cent of the places in some private schools, and through the various tax and rates incentives); second, there was the private support expected for public education through the various ways whereby parents pay for lessons, books, materials, and maintenance of the schools or whereby sponsorship and covenants are sought; third, there was the impoverishment of the maintained sector such that parents either decide, often reluctantly, that they must buy education for their children (though aided by the Government in doing so) or dig deeper into their pockets to supplement what the local education authority to provide. The Government, of course, denies this impoverishment at schools or, if it does exist, blames it on a management. But there is something Orwellian in the contrast between, on the one hand, officially pronounced statistics indicating that all is healthy and, on the other, the daily experience of teachers who do not have the money for necessary materials and books.

The consultative document puts in its possible list of categories, for which it would be unlawful to charge, "the cost incurred... in maintaining the school premises" and "in making and maintaining an adequate provision of books, equipment and materials for the education provided in the school". But we know: (1) that many schools now are in such a dilapidated state that learning suffers, (2) that decoration depends on a transfer of teachers' activities from teaching to painting, and (3) that schools simply cannot provide the books and materials that they judge essential to offer a basic



Poverty traps free school education may become little more than a safety net for the poor

education as that is being formulated by Government and HMI documents. A recent survey by the Campaign for the Advancement of State Education of 80 schools in one L.E.A. revealed a woeful tale of inadequate resourcing, rather than teaching, and poorly maintained buildings that at times were deemed dangerous. Figures from the Educational Publishers' Council (1986) showed how the public sector of education was falling dramatically behind the private sector in the provision of books. Private boarding schools spent £129 per pupil on books and equipment in 1985 - almost three times the average for state secondaries. In

educational policy. But that would be a mistake. The deplorable referred to earlier saw the dependence of education upon public funds to be a kind of moral disorder. Free education was necessary for the poor and the stupid, and for professors of education, who, if not poor or stupid, were certainly immoral.

To benefit from the free education provided by the state was to be a parasite; one had failed to accept the responsibility of parenthood. And indeed this was how one Secretary of State saw it. Mark Carlisle, shortly after relinquishing office, spoke at a prize-giving of an independent school: "I am old-fashioned enough to believe

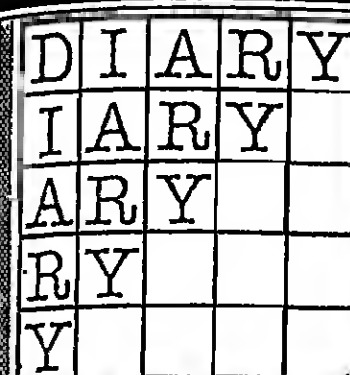
reflected more subtly in the change of language. The head of a large local financial management centre (sorry, a comprehensive school) referred to his school as a state-subsidized independent institution. And standards became the function of "consumer choice" on an "open market". Put in that context, the commitment to "free education" needs to be treated with caution. That commitment, if to be believed, needs to be spelt out in terms of acceptable standards in maintenance of premises and in the provision of resources. It needs to say much more about the "central core of school education" which is to be protected from charging, especially in the arts, in residential experience, in field trips, in physical education, and in the many activities which teachers and parents see to be essential in the improvement of standards.

And, above all, that commitment together with some charges must not be seen (as the document would have it) to be already reflected in "present practices", for those practices differ radically from L.E.A. to L.E.A., and in many cases they demonstrate a lack of commitment to a free education that will meet the needs of all children according to age, ability and aptitude.

Richard Pring is a professor of education at the University of Exeter.



The Assisted Places Scheme provides 50 per cent of places in private schools



Freephone for cash

Teachers in Hertfordshire are getting uppy because County Hall is not paying them enough. Actually it's not paying its supply teachers at all but that's another tale.

No, no, this isn't another anti-Baker story, it's about local authority inefficiency. There are not enough staff to cope and the pay slips are getting into a muddle.

So fed up are county hall staff with rate teachers shouting at them that they have set up a special telephone "free line" complete with hapless officer in the front of complaints.

Problem is he's cracked under the pressure and is telling complainants to stop moaning and look on the bright side. "After all," he is saying, "you have to admit it's a good way of saving the county money."

L'eau point

This is in the way of an advance warning. Next week's TES could contain a few "scoops" than usual. This is because a week on Sunday the cream of our staff are running in the great LEA half-marathon.

No it's not our protest at opting-out but a contribution to Crisis at Christmas, the charity which provides some respite care for the homeless.

It's the brainchild of Bill Stubbs who is making the full distance himself and who issued challenge to thousands of London teachers, and us, to join him.

Our problem - how can I put this? - is that some of us are not as fit as we ought to be. It's easy for teachers who are fortunate to have an active job which keeps them on their feet for hours always on the move.

Journalists, alas, are forced to spend hours having long lunches with "informants" and to spend evenings in public houses with "contacts". We don't have time for exercise.

So, as from today, no more lunches, lots of Perrier and plenty of jogging. And if we miss the "stories" it's all in a good cause.

The TES is providing three half-marathon runners and a 12 member relay team. Why don't you, or your class, sponsor us? Not for the 50 miles that we will collectively cover but for a mere 13. Teachers in London will be backing their own teams but not so all your "informants" and "contacts" who here who will be going hungry next week.

All you have to do is send a cheque, postal order or even used notes to "Charity at Christmas", c/o The TES, Priory House, St John's Lane, London EC1M 4BX. Thank you very much.

Gays left out

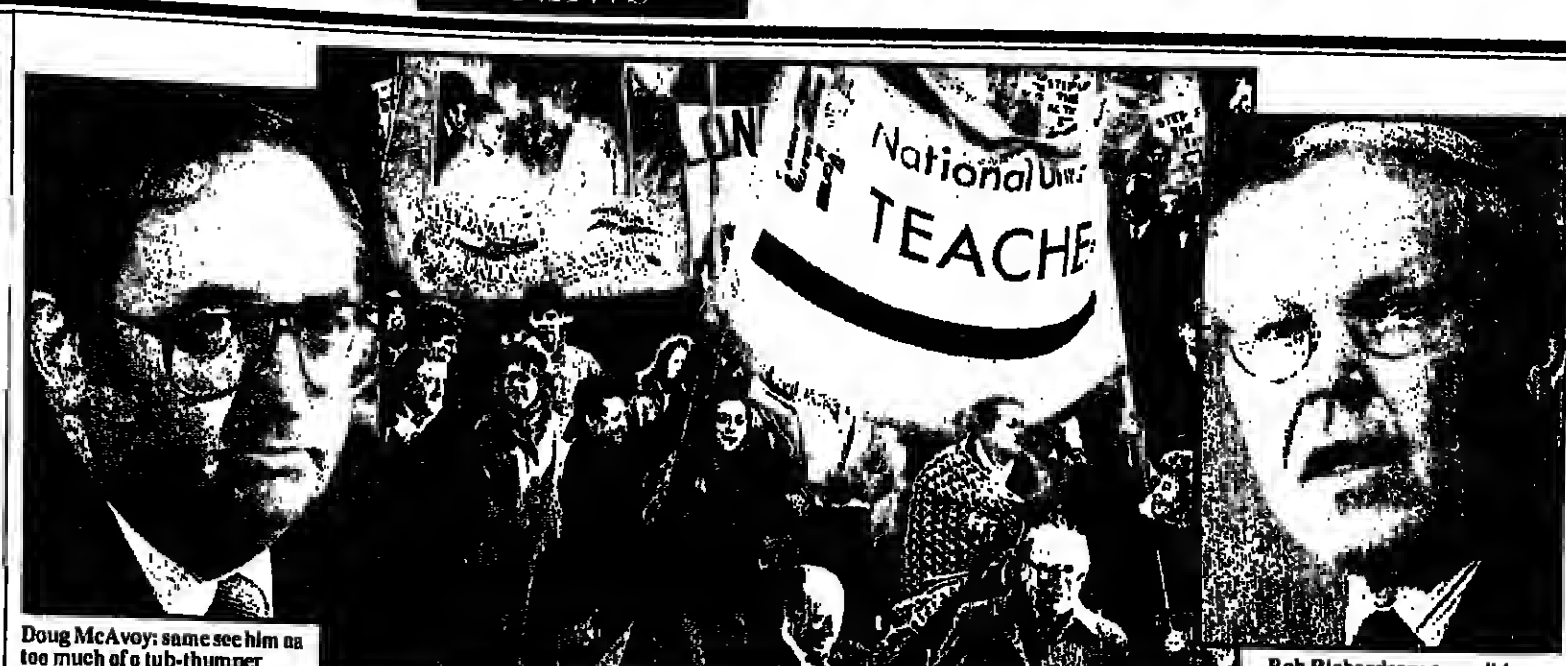
Three weeks ago we reported from the Labour Party conference in Brighton the frosty reception given to a lesbian activist from Brighton by education front-bencher Jack Straw. The London gay left has had its day we rashly concluded.

How wrong we were. The Association of London Authorities (it really ought to be called the Association of London Labour Authorities as the Tories boycott it) is up in arms at the blatant disregard by Mr Baker, in his circular on sex education, of the "10 per cent of pupils, teachers and many parents who are lesbian, gay and bisexual".

And that's not the half of it. The circular, protests the ALA, "promotes the benefits of married and family life" while not stating what they are - but never does it mention the pitfalls or difficulties. Someone, preferably Mr Straw, had better give the comrades of the ALA a ring and explain that Labour is now the party of educational standards, share ownership and the family.

Acronym

Kenneth Baker: appears not to want an independent advisory body



Doug McAvoy: same old him as too much of a tub-thumper

Bob Richards: a possible "caretaker" general secretary

Rebuilding after a buffeting

The battle for the heart and soul of the country's largest teaching union - the National Union of Teachers - is now beginning in earnest.

The next few months should provide several indications as to the direction the union - at present strongly in the grip of a Centre-Left Kinnockite coalition - is going to take following the industrial action and dramatic loss of membership of the last few years.

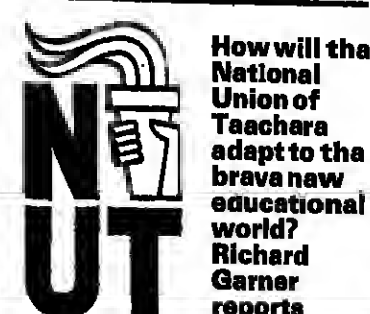
The union holds elections for its two vice-presidents - who then go on to become president - every two years and the contest for these two positions has just begun.

Then comes the biennial elections to the union's executive - which will also be held this winter. New executive members will take office next Easter.

There is also bound to be increasing speculation about who will succeed the union's current general secretary, Mr Fred Jarvis, when he reaches retirement age in two years' time.

At present, it is difficult to see how the Broad Left's hold on the executive can be broken - but one or two signs of tension are now showing among its members.

These surfaced recently when Mr Greville Green, a former president of the union and someone who was once seen as a potential successor to Mr



How will the National Union of Teachers adapt to the brave new educational world? Richard Garner reports

Jarvis, failed to win any of the union's key committee chairmanships.

Mr Green is said to have told colleagues that he is now out in the cold because he is considered to be too much to the Left of the Broad Left coalition.

This poses an interesting question - if the Broad Left do retain control of the executive, how Broad or how Left will the new coalition be?

Most people in the union - including members of the Socialist Teachers' Alliance who have in the past allied themselves with the Benite faction of the Labour Party - believe this to be the wrong time to campaign for industrial

action against Mr Kenneth Baker's proposed education reforms. But the STA and strands of the Broad Left feel the union should intensify its war of words against the Baker proposals.

Whatever the outcome, it looks as if the union will be largely amassing educational arguments against the Bill rather than industrial ones and that could be a consideration when they come to pick a successor to Mr Jarvis.

The obvious candidate, Mr Doug McAvoy, who earned his spurs at the outset of the teachers' pay battle and showed that he could be a tough negotiator during the lengthy pay and conditions talks in Nottingham and London last year - even though the

overall agreement was rejected by the Government. However, there are those who argue that - although he has actively worked as a teacher while Mr Jarvis has not - he has come across as too much of a professional trade union tub-thumper in the Clive Jenkins mould.

This view is associated with the "young Turks" in the Broad Left - who were so spectacularly successful in the committee chairmanship elections where the organizational skills of Mr George Wiskin, the Broad Left orga-

nizer, saw Mr Jim Ferguson, from Liverpool, Ms Pat Hawkes, from East Sussex, and Mr Ken Bore, from Humberston, take the key positions.

The younger executive members would favour a "caretaker" general secretary who would be succeeded by one of their representatives. Mr Bob Richards, the veteran or many battles in the Inner London Teachers' Association (ILTA) and a former president of the union, is one man who might be approached to assume the leadership temporarily.

Of course, Mr Jarvis still has some time in office so this campaign will be fought out well after this winter's elections have been and gone.

Usually, the best-organized groups in the union - the Broad Left and the STA - have ended up with more candidates than posts in the vice-presidential elections.

However, the executive elections - for which battle begins in earnest just after Christmas - are likely to provide a better indication of the union's future political complexion.

And - even after the results are known - it may take a few weeks of lobbying the election victors during executive meeting coffee breaks at Hamilton House before the new balance of power emerges.

Pay review plans antagonize unions

by Jeremy Sutcliffe

The Education Secretary appears to have ruled out an independent review body on teachers' pay as well as a return to direct national negotiations.

The alternatives now seem to be either a prolonged period of pay and conditions imposed by Mr Kenneth Baker, or movement towards local or regional deals. Both possibilities are likely to antagonize the main classroom unions.

A Department of Education and Science spokesman this week gave a cool response to the newly-agreed formula, drawn up by the local authority employers and four of the six teachers' unions, for a national joint council to replace the Burnham Committee.

The formula calls for a slimmed-down negotiating panel of about 32 local authority and union representatives, with a guaranteed role for the Secretary of State. Up to 80 members sat on the Burnham Committee.

Burnham by merging pay and conditions' talks, and by negotiating heads' and deputies' salaries through a special sub-committee.

A DES spokesman said: "The Secretary of State is looking at the proposals, but anything that looks like Burnham revisited won't find favour."

Both the TUC-affiliated unions reject the "Burnham mark" two, saying the new negotiating formula overcomes Mr Baker's main objection to Burnham: that it failed to link pay and conditions or to give the Secretary of State a guaranteed role.

The International Labour Organization - to which Britain is a signatory - will rule next month on whether the Government broke an ILO convention by imposing a settlement.

Under the Teachers' Pay and Conditions Act passed earlier this year, the Education Secretary has power to impose salaries until April 1990. A Green Paper setting out the options for replacing the interim advisory body on teachers' pay is expected soon.

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TEACHERS ASSURANCE

Reform Bill will stifle invention - Wragg

by Jeremy Sutcliffe

Government plans to reform state schools will lead in the creation of a new "dependent sector" in which individualism and inventiveness will be stifled, according to Professor Ted Wragg, of the school of education at Exeter University.

He told teachers in Birmingham that the current proposals for a national curriculum were "too highly directed" and reflected a mood of repression in the country.

And he warned that teachers and children must not become "cowed and conformist" because of an over-prescriptive, and excessively narrow education system.

Professor Wragg was addressing the National Association of Schoolmasters/Union of Women Teachers' annual education conference. Earlier, he predicted market forces would force the majority of schools to opt out.

The first few would be grammar schools or ones with a mainly Muslim roll. Some inner city schools would opt out but the great bulk would be in the well-off areas. These schools would be able to raise funds from parents which would make opting-out attractive. The Government could then set up consortia of direct grant schools, earmarking their extra grants for special initiatives.

Such schools would do well financially, in contrast to many neighbouring local authority schools. There would then be a rush of schools applying to opt out, leaving i.e.s. to run a rump of poorer schools.

Finally, the i.e.s. would be "killed off" and the Government would pretend all schools had become private schools in the hands of their community. In reality, the Government would have created a two-tier system of independent schools, free to decide their own rules and curriculum, and a dependent sector, directly controlled by Whitehall.

Such schools would be bound by a highly directed national curriculum, benchmark testing, league tables and other "repressive" measures. "If we are not careful we could be facing something like the Chinese Cultural Revolution," he said.

But he asked teachers not to be pessimistic. The Government faced strong opposition from Tory MPs, the House of Lords and parents.

● The NASUWT could vote at its annual conference next year for a change of name. A move by the Kingston-upon-Thames association to re-name the union the National Education Union is likely to get the support necessary for the issue to be discussed.



Facing the future: Kenneth Baker discusses his plans for education reform with pupils at Shorefield secondary school in Dingle, Liverpool, during a film report which he presented for Channel Four News on Wednesday

CASE leader chides heads for negative view of new Act

by Bert Lodge

The president of the Campaign for the Advancement of State Education surprised an audience of heads this week by warmly welcoming some clauses of the 1986 Education Act and chiding them together with teacher unions for their hostile reception of the new laws.

Mrs Joan Salis told a conference of heads, deputies and local administrators, organized by the Industrial Society, that many heads had approached the new legislation with a negative attitude. She said some heads could not conceal their gloom when they told her how few parents had turned up at the meeting to elect parent-governors. "I got the impression that they wanted to prove something," she said.

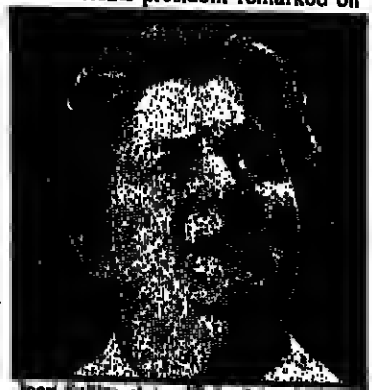
Mrs Salis conceded that the Government had introduced the new legislation too quickly and said it would have been better if each school had been allowed to develop its own timetable. "All the same, if heads had put their minds to making it successful, like they do other events, it would have been more successful," she added. "Some of the invitations to meetings sent out by heads read like a rate demand."

She also criticized the teacher

unions: "They wanted their members to boycott the meeting even if they were invited."

Mrs Salis said the whole education system saw the new Act as an attack on local government and the professionalism of teachers. Yet it was part of a lengthy series of efforts to find the right mechanism for schools. No coherent political group wanted to go back on the 1986 Act.

The CASE president remarked on



Joan Salis also criticized teacher unions

the enthusiasm with which heads approached the question of appraisal. "Why don't you turn that enthusiasm into getting the 1986 Act in work?" she asked.

She said that no piece of legislation had ever offered heads as much hope of genuine authority. Yet some heads appeared contemptuous of their governors, some dismissive and others patronizing. "It is important to create a climate of expectation for school governors. A good head can give them this."

The Act had brought local authority domination of school government to an end, she said. Heads could now build effective relationships with their governors. But structures must be created for the new governing bodies. She was not in favour of the informal arrangements for governors coming into the school at any time.

She thought it better to allow governors to communicate more freely - perhaps uncensored freedom on the school's communication system. Another idea she commended was giving governors a specialist area to be concerned with, such as sport or art.

A Contempt for Parents, page 24

IN BRIEF

Lecturers hold one-day strikes

Lecturers from around 60 colleges and polytechnics in Manchester, outer London, the West Midlands and West Sussex were taking part in a wave of one-day strikes this week, as part of a pay and conditions dispute.

The lecturers' union is in dispute over the employers' offer of 4 per cent, from April 1, plus 6 per cent, from September. The offer depends on lecturers agreeing to work an extra week a year, and to a maximum 26-hour week.

Anti-racist advice

Headteachers are being "strongly advised" by their union, the National Association of Head Teachers, to adopt an anti-racist policy for their schools. The NAHT has issued its members with a "model" policy which could form the basis of a statement to be included in their schools' brochures as well as for staff guidance.

The document says all forms of racial abuse should be taken seriously with incidents recorded. Racist symbols, badges and insignia on clothing and bags should be forbidden in school and graffiti removed immediately.

School Radio

Plans for the BBC's radio education service were announced as The TES went to press. As expected, School Radio programmes will originate on Radio 4/VHF. Repeats and continuing education programmes will go out on Radio 2 in medium wave, which is to be developed as an education/children's sport service.

There will be no changes before 1990 at the earliest. In the meantime, educational programmes will continue on Radio 4/VHF. The BBC is committed to keeping educational broadcasts on VHF. However, current plans for mid-morning slots of one-and-a-half hours on Radio 2 signify a half an hour.

PACE threat

A right-wing pressure group, the Parental Alliance for Choice in Education, is in talks with the Government to the European Court of Human Rights in a case which could undermine multicultural education in schools.

The group is supporting the parents of 24 Dewsbury children who are battling to send them to the school of their choice, instead of Headfield middle school where 85 per cent of the children are of Asian origin.

PACE believes the European Court should force the Government to act against Kirklees education authority to guarantee parents the right to have their children educated in line with their religious and philosophical convictions.

Project support

The Government is to award £25,000 towards evaluation of a project to bring the controversial conductive education method to Britain.

The evaluation team, to be headed by Professor Ray Cochrane of Birmingham University, will look at the effectiveness of the project - the first to be mounted by the Birmingham-based Foundation for Conductive Education.

11-plus protest

Last week hundreds of Northern Ireland primary teachers refused to organize the 11-plus transfer tests, in protest against selection. The 17,000 pupils were supervised instead by outsiders, retired teachers and lay volunteers. The action, begun in 1984 by the Irish National Teachers' Organization, was joined this year by the Ulster Teachers' Union.

Mr Luce, however, denies any plan to live off libraries explaining that he is concerned only to find "new ways" of funding the service. He is also impressed by the American experiments with the contracting-out of library services to private companies.

The major worry of the Library Association is that the introduction of a new system will deprive poorer people from using the service.

This year's budget is £1.64 million and Rosemary Nicholson, who chairs the finance committee, says that £1.18 million will be required next year. The shortfall is £463,000.

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Librarians vow to break silence if fees are levied

by Barry Hugill

The Arts Minister, Mr Richard Luce, is embroiled in a bitter wrangle with librarians following his announcement last week that libraries would have to charge for services other than the lending of books.

To his minister's credit he chose to throw down his challenge to the annual meeting of the Library Association and received the predictable response. "If you want a fight, then you will have a fight," his host for the day, Mr Max Broome, the association's president, told him.

Sarah Bayliss visits a flourishing primary teacher-training course at Durham University

Tradition gives way after a small revolution



Meanwhile, motivated by Durham's interest, Sarah passed O level maths in

Since his appointment in January he has stepped up the pace of a small revolution in teacher training at one of Britain's oldest and most traditional universities.



"I'm really pleased," she said, "to be studying alongside other mathematicians. If I was just studying maths for education I'm sure there would be a cut-off point - we wouldn't go into the

Parental chalice	24
Fours in school	25
Pre-school bilingualism	28
Children's literature	29
Language learning project	31
Time-worn mistakes	45



The CATE criteria also require education departments to provide "professional updating" for existing staff and to involve classroom teachers in the training of students.

Back at the school of education the new students are buoyant about their first week of term. Carol Fownes, aged 19, recalls an interview at Exeter where she was shown round by a rather gloomy BED student. It became clear to Carol that some BED students felt isolated from the main student body. By contrast, she was shown round Durham by a second-year physics student. "I don't feel labelled here," says Carol. "I think of myself as a future teacher but I don't mind if other people think 'She must be able to do something else'."

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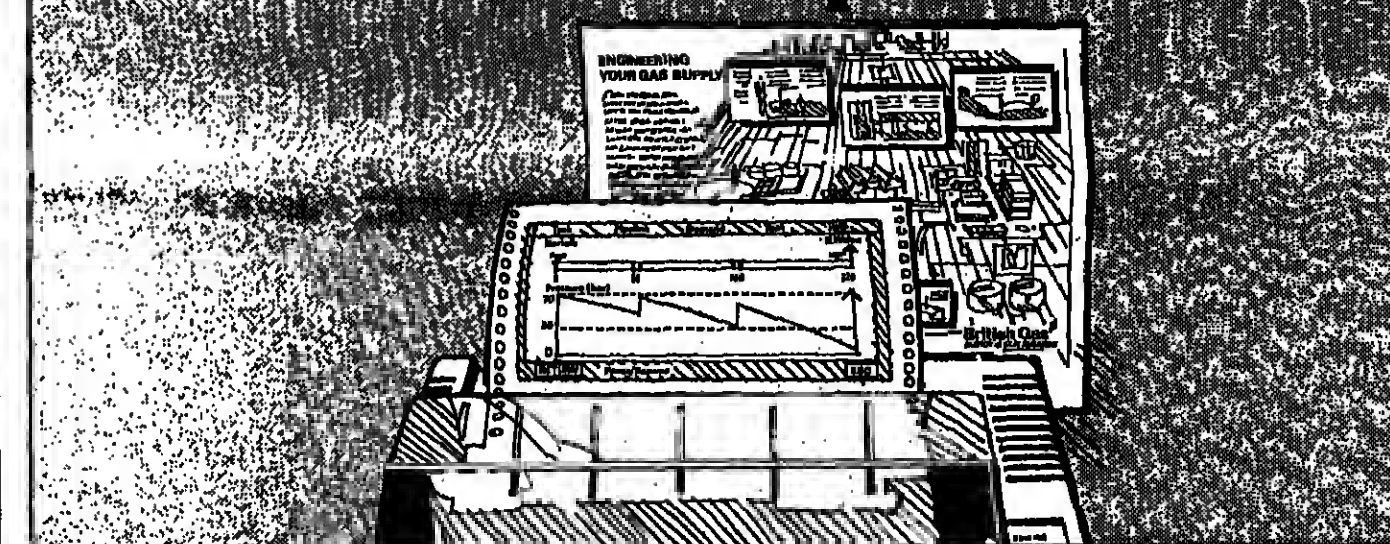
The university vice-chancellors and the polytechnic directors strongly supported the principle of the new programme. Sir Bryan claimed:



Straw tilts at national curriculum 'converts'

They also laughed when Mr Donn said school tests would not tell parents "everything" about their children. The minister left the meeting to a chorus of "shame" after refusing to stay for questions because of a busy timetable.

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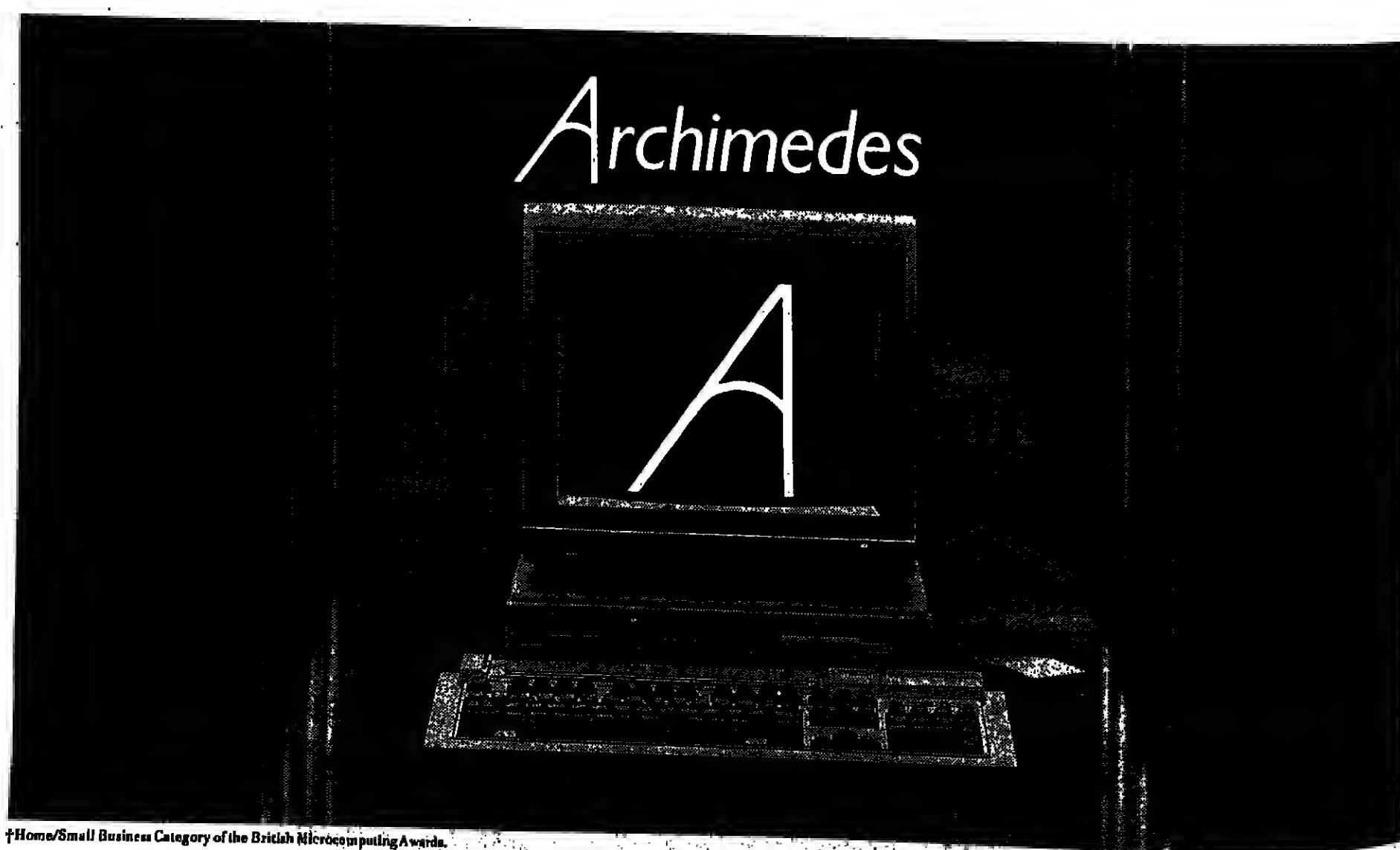
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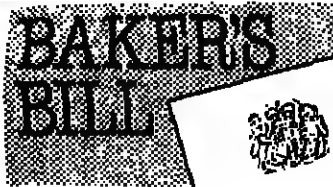
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"Baker's revolution: success or failure?" was the theme of a conference organized by the National Council for Educational Standards at the weekend. Bert Lodge reports

Boyson's prescription for rebuilding morale

Radical reforms in teacher training were called for by Sir Rhodes Boyson MP, former headmaster and junior minister of education, at a conference in London last weekend.

He told the National Council for Educational Standards that the BED had not been a success and that a degree was unnecessary for junior and infant teaching. The postgraduate certificate in education was also superfluous, he maintained, and he called for the return of the "practising school" attached to every teacher training institution.

Selection should be reintroduced in secondary schools if excellence was to replace egalitarianism, he said. He welcomed the proposed national curriculum provided it did not become a

strait-jacket. He was also pleased with the opting out proposals, provided the decision was not left solely to the governing body.

Sir Rhodes, formerly head of Highbury Grove school, London and now Conservative MP for Brent North, said the morale of the teaching profession had collapsed over the past 10 years until some teachers in difficult schools would rather be at home on strike than in the classroom.

The image of the profession had been damaged by the recruitment of poorly qualified and politically motivated students in the 60s and 70s. "Many of these new entrants were products of the 'polytrot' attitude of that time and now they react the strong reaction against such values.

They feel embittered failures politically, socially and even educationally.

"These are the ones who look like third and fourth-hand garment shops on teacher marches, who have so dismayed parents and further lowered the prestige of the whole profession."

Pay was not the entire problem; there was need to reorganize intake, training and promotion. The three and four-year BED had always been more of a status symbol than a professional necessity, he said. A degree was not required for teaching young children; the previous two-year specific training courses were quite satisfactory.

Moreover, they attracted many intelligent applicants who, when the course was increased to three years, decided they might as well do a "proper" degree and so never entered teaching.

Another obstacle to recruiting quality teachers was the obligatory postgraduate certificate in education, Sir Rhodes maintained. It discouraged able graduates who were prepared to try teaching but not to spend a year on a course first. "Why not have an alternative two-year teaching probation for graduates, who would be paid full salary and be attached to a skilled teacher-tutor while the probationer attended evening and weekend courses on teaching?"

At one time every training college had an ordinary school attached to it. These "practising schools" should be



Rhodes Boyson: calling for radical reform

brought back for colleges and departments of education, where teaching would be carried out by staff of the institution. They would be the equivalent of teaching hospitals, enabling the staff to keep their feet on the ground.

Only teachers who had undertaken courses for heads of department, deputies and heads at staff colleges should be interviewed for these posts.

Selection, Sir Rhodes said, was more important for the least able than the very bright. "In mixed ability classes in mixed ability schools the least able will have most difficulty, however hard they try, and being continually at the bottom they will give up and contact out to save their pride. They know the present watered-down academic curriculum offered them has

no meaning in job terms."

Pupils should also be allowed to select courses which interested them and helped them get a job. This implied having a huge variety of secondary schools of various levels of interest. "It is selection just as much by pupils as by parents." The question of the appropriate age of selection remained.

A secret ballot of parents rather than governors should decide whether a school opted out of local government control. "Governing bodies will be headed by left-wing authorities and right-wing teachers will flee from those authorities so you will be left with teachers and governors who will save the parents. That will not solve the problems of places like Brent."

Strikes by teachers should be 'outlawed'

Strikes by schoolteachers should be forbidden by law, Mr Martin Rogers, chairman of the Headmasters' Conference, said. "Striking against a child is like striking a child. No injustice justifies behaviour which could be described as a form of child abuse," he told the conference.

He was convinced that nothing would improve the recruitment of new teachers more than making strikes illegal. "The number of teachers leaving the profession increased vastly during the strikes and the unions lost large sections of their membership."

It would also be necessary to ensure that teachers received rewarding conditions of service, he said. Competition between schools for the best teachers would help to raise standards all round.

Mr Rogers, chief master of King Edward's School, Birmingham, said that while industrialists had regained their right to manage, the position of a head in a maintained school had worsened. "He is certainly not master in his own house. Above him is the local authority showering him with paper... even advising him which staff to appoint and making it extremely hard for him to dismiss anyone... and there are some schools where the

head first consults the union representative and only then his own management team."

It was imperative that heads were given full managerial responsibility. They must be freed from either DES or local authority bureaucracy which failed to give them proper authority over recruitment, the curriculum and financial management. Mrs Thatcher was right when she said what is needed are "state independent schools".

Mr Rogers scorned the suggestion that there should be a majority of parents on governing bodies. "The false assumption is made that parents will know best how to run the school, which teachers to employ and dismiss, and how to allocate resources. This is nonsense. Nobody would suggest appointing a majority of shoppers to the board of Marks and Spencer."

He suggested that to help schools become "state independents" they could be attached initially to existing independent educational foundations. Charitable status was important. "It has a certain softening effect on institutions." At the same time they could raise capital for expansion. People would have to get used to the reality that funds from central resources would decline.

Sofer puts alternative for London

Making the Inner London Education Authority part of a joint education and training body with the Manpower Services Commission could solve Inner London's education problems, Mrs Anne Sofer said.

Mrs Sofer, chairman of the SDP policy group on education and a former member of the authority, said that in recent years she had found the LEA "fairly exasperating".

But allowing boroughs to opt out of it under current Government proposals would only make the situation worse. Let it be part of a one-off experiment in joint education and training, with a member from each borough, plus 12 appointed by the MSC, she said. "Judicials in all political parties have been talking for some time about merging the DES with the MSC."

"Though I understand the idea has been rejected more than once at national level, a London experiment, because of the quite exceptional circumstances in which the capital finds itself, would not have to be taken as a precedent."

At first, the two departments would be likely to work separately, but would gradually approach a "creative fusion" through joint decisions.

The list of issues to be tackled jointly would include further education and the careers service, work experience schemes, information technology, links between school and industry and the extension of the "London Compact" job guarantees scheme for leavers. "One could extend that list almost indefinitely," Mrs Sofer said.

Ian Nash looks at the debate over how history should be taught and its place in the national curriculum

Past masters argue over future role

The firmest assurance yet that history will be central to the national curriculum and a subject in its own right has come in a letter from Mrs Angela Rumbold, Minister of State for Education, to the Historical Association.

"History will be one of the foundation subjects and will form part of the curriculum for all pupils throughout their compulsory schooling. Though it will not necessarily be taken as GCSE by all," she said. This goes much further than the national curriculum consultation document which suggests only keeping part of the timetable for "history or geography".

A clearer picture of the role of the curriculum working party on history also emerged. "We certainly expect British history to form a substantial part of the history curriculum and will ensure that this is included in the terms of reference of the working party."

The Historical Association is not guaranteed a voice on that working party but it will be remarkable if Mr Kenneth Baker, the Education Secretary, ignores it completely. And this should mean classroom teachers having a major say in its recommendations.

That input is in jeopardy, however, as a two-year battle inside the Historical Association between the council and some of the teacher members over national curriculum content refuses to subside.

Ugly and occasionally vitriolic scenes marked 12 regional conferences organized by the association in the past month. Matters came to a head in Birmingham last Saturday with calls for the mass resignation of teachers from the Historical Association.

More than 2,000 delegates attended the conferences in one of the largest and most thorough consultation exercises yet organized by a subject association. Nominates from these meetings will attend an association schools subcommittee conference on November 7 to draft key recommendations.

A vociferous group of school teachers among those present have warned the HA council that if it fails to listen to what they are saying they will seek to end the association's role as the national body for history teachers and set up an alternative forum.

Teachers who argue for a curriculum based on clearly defined skills and concepts, accuse the association of giving in too readily to demands for a content-orientated approach and being too prescriptive in its recommendations.

The row started in 1985 when the association's newly-established watchdog committee, set up to survey school syllabuses, suggested that there was little unity of purpose among history teachers. This was followed in 1986 by the publication of a core curriculum discussion document, *History for Life*.

Panned by the press and pilloried by the profession, *History for Life* was further ridiculed by Mr Baker for concentrating on contemporary history. He preferred Tudors and Stuarts for all, as being, in his view, less susceptible to political manipulation.

But many saw the association's real act of folly as the publication of the 7 to 14 document proposing a core curriculum which listed 30 topics as essential. It was rejected by teachers as prescriptive and pre-emptive of debate.

At this point, all political sides withdrew. In Oxford historian Lord Baker declared that "precisely little English history was taught in schools

anyway and the right-wing Centre for Policy Studies attacked the proposals in its nationalistic *History in Peril* pamphlet.

Throughout the furore over the core curriculum, critics accused the HA council's "higher education-dominated geonocracy" of flouting their wishes and acting as a "government poodle", a claim which the council strenuously denied.

Nevertheless, the association's critics cannot deny that the battle has raised the political profile of history.

Mr Terry Lewis, head of history at Mildenhall Upper School in Essex and a watchdog committee member, told more than 170 delegates at the Birmingham conference: "Two years ago, history was nowhere on anyone's national curriculum. It is now quite firmly there."

The Historical Association has been a catalyst to get history teachers to argue their ground," he continued. In Mrs Rumbold's letter they had an absolute guarantee of modular history for all "in addition to the GCSE for most".

Mrs Ann Armstrong, HA regional secretary, also pointed out that the debate had increased teachers' willingness to get involved in shaping the national curriculum. The alternative in entering the debate was "to argue for the status quo and see legalized anarchy".

Despite cynical feelings about the association's capacity to reform (only nine of the 61 council members are school teachers) there was strong support for its proposals for balanced history combining local, national and world components with 30 per cent of the timetable left to teachers' discretion.

Since Mr Baker's announcement of two years' consultation for the national curriculum, the association has committed itself to teacher-dominated debate for at least that period.

"*History for Life* was never in any sense a final document," said Mr Lewis. "But once you accept the need for criteria, you accept that there must be selection of content. There are so many claims for what history will do for children, you won't be able to satisfy every teacher."

The problem is that history is a subject in decline. Numbers are at an all time low with only four out of ten pupils opting for it at 14 plus. There is evidence, also, that history gets totally lost in an integrated humanities course.

Despite Mrs Rumbold's guarantees, to win the argument for history, teachers must prove that it creates skills, attitudes and knowledge that cannot be obtained from any other subject.

There was a consensus at the regional conference that all pupils should take history to 14 and most to 16 years of age. Modular options featured high in teachers' thinking and it was generally accepted that national guidelines were needed.

Whether the criteria for guidelines should come from a national consortium of groups such as the Midlands history forum (which sponsored the Birmingham conference) or the Historical Association itself is still being debated. But teachers were firmly against organizations such as I.E.A. advisers, the Secondary Examinations Council or examining bodies having control.

Urging teachers to pull out of the association, one Birmingham delegate said: "The council have discredited themselves totally in the past two years. It is now vital that teachers have a voice of their own."

The question teachers must ask themselves, however, is whether Mr Baker will listen to what they have to say under the auspices of any other forum.



Marking time: many teachers support the HA's proposals for balanced history

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Ian Nash looks at the place of technology in the secondary school curriculum

Clear definition needed for success of CDT courses

The growth of design and technology in schools has been severely limited by the GCSE national criteria, according to leading exponents from education and industry.

Further damage is likely through the introduction of a national curriculum unless agreement between policy makers and the profession can be reached rapidly on what exactly is meant by technology in schools, speakers at the 10th annual Stanley Lecture in London warned last week.

Examination reforms had reinforced a fragmented view of craft design and technology, and pushed teachers towards an elitist approach which encouraged individualism rather than teamwork.

Far from being relevant to everyday life, said Professor David Layton, head of Leeds University Centre for Studies in Science and Mathematics, CDT in schools was "starkly at odds with what takes place in every other technological context, where co-operation is the norm".

Professor Layton shared the platform — at the Royal Society of Arts — with Mr Tom Todd, adviser to the Manpower Services Commission; Mr Peter Forrest-Smith, CDT Inspector for the Inner London Education Authority; and Mrs Muvis Fox, head of

CDT for Leeds Girls' High School.

Commenting on recent developments in the lead-up to the national curriculum, they echoed the fears by Sir Bryan Nicholson — in his retirement speech to the MSC — that too rigid a timetable would stifle work pioneered through the Technical and Vocational Education Initiative.

But their prime concern was over the new 16-plus examination. While the GCSE "small print" allowed for an expansion of project work, the criteria narrowed the fields of study possible, Mr Todd said.

He cited the Secondary Examinations Council CDT publication which said: "Clearly and inevitably, because of the breadth of material that it encompasses, CDT cannot be contained in one course, even though it is one subject. To make sense of the mass of subject content that it might contain, the material has been biased for

GCSE purposes into three courses (though there will be a common element)".

No such thing, however, was clear or inevitable to Mr Todd, who sees inconsistencies in this approach. "Many would consider this a retrograde step at a time when a fully integrated and common programme of technology is required," he said.

"The more the DES and HMI continue to insist on craft, design and technology as an unwieldy, divisive title, supported by the GCSE pattern of three courses emphasizing the separate elements, the more difficulties teachers will have in the future in justifying the activity."

Because there was no clear definition of technology, schools and GCSE boards offered a wide range of syllabuses in the name of CDT, and included a pure science in the topic to make it "academically legitimate".

Professor Layton called for the academic approach to be abandoned and replaced by a pedagogy based on project work. The way teachers perceived the demands of some GCSE technology courses led schools to impose entry requirements — frequently physics and occasionally tests of spatial ability. It was far from becoming a subject for all.

"The close association of school technology and physics has helped to endorse the view of technology as merely applied science," he said. Yet there was little empirical evidence to show that technological ability depended on prior scientific knowledge.

"One remedy would seem to lie in the development of acceptable ways of assessing group project work. At present, the requirements of the GCSE frustrate what I believe many teachers would wish to see take place."

If Professor Layton's project work approach is to be explored there must be a consensus on a working definition of technology in schools. It is a question that seems to have been skirted round in both the GCSE national criteria and DES national curriculum discussion paper.

Mr Todd spoke of unanimity within the profession over the need to give all pupils activities which develop technological capability, economic understanding, political awareness and social skills. He said, however, "most of them are ignored in the new national curriculum document".

In fact, that consultation document does place design and technology as "key foundation" subjects, servicing essential core subjects. But the consequent roots in, and dependence on, an academic framework is exactly what Professor Layton saw as detracting from technology as a subject for all pupils.

Mr Forrest-Smith expounded on the project work model by offering a definition of technology based on the idea of "making things". That is, "using a variety of materials in an economic and skilful way, with a specific purpose".

"If as seems likely, there can only be limited time available for technology or design in the curriculum of the future, we will need to decide which part of the design and technology experience is unique and irreplaceable," he said.

Not only did "making things" encompass a wide range of skills and appreciations, from problem solving to aesthetics, it added relevance to the subject and offered a powerful opportunity to create an effective learning environment.

The recent Design Council report on design and primary education had offered a useful start down this road. Similarly, profiles and graded assessment in CDT in secondary schools could give a clearer picture of pupils' expectations and a sharper record of experiences.

"This may help to map levels of design and technology experiences and remove some of the curriculum clutter we bear so much about," he said.

Schools fail to develop skills

The failure of schools to develop basic skills needed for GCSE in craft, design and technology is highlighted in a report published this week by Her Majesty's Inspectorate.

Since the decision to split the subject into three specialist courses, significant changes have taken place to meet the demands of the two more academically biased courses.

"There has been less curriculum development in courses such as technical drawing, geometrical and engineering, and there is often still a wide gap between 'course' that have been mounted in schools and the requirements of CDT. Design and Communication: A Handbook for CDT in Schools, HMSO, £3.50. An accompanying set of slides is available from CDT Vision, Chalfont Grove, Gerrards Cross, Bucks HP8 3TN. £11 plus p.p.



Electronic age: the CDT debate continues

There is evidence to show that a syllabus based on creative project work rather than on academic approach will benefit the most as well as least able. This was illustrated in the work of Mrs Fox, who has taught CDT for several years to predominantly able grammar school pupils.

As an art and design teacher, her interest in CDT grew out of a desire to help children explore alternative solutions to problems, develop flexibility of thought, think across subject boundaries and develop aesthetic, creative, manipulative, constructional and communication skills.

It was not easy. "They have been more inclined to respond to instruction than experience and must likely to form personal likes, dislikes and opinions as a result of second hand influence or pressure," she said.

Motivation had thus often been forced by some external agent: the examination system, fear of failure or of incurred disapproval, even among the academically very able.

But CDT taught them things they never confronted in academic life, such as the fact that "some ideas never get beyond the drawing board". Failures, too, were seen as part of the experimental process of learning rather than sources of disappointment over inadequacy.

Ultimately, the project work model may not provide the best definition for technology in schools. But, like the pupils at Leeds Girls' High School, the four speakers at the Stanley Lecture see it as an idea worth taking further than the drawing board and they are willing to risk failure if it teaches the profession something.

Given the urgency over the national curriculum, perhaps the policy makers and professionals should ask themselves whether there is any better starting point for a working definition.

Government tells Commission to stick to training mission

MSC's change of name ushers out 13-year era

by Mark Jackson

The Manpower Services Commission's 13-year expansion ends abruptly next week when it loses many of its responsibilities and 7,000 of its staff. Stripped of the employment services it now administers, it will become purely the national training agency.

The MSC is to be renamed the Training Commission, Mr Norman Fowler, Employment Secretary, announced on Tuesday. The change will require legislation which will be part of the new employment Bill.

Education and training had never been more important or central to our economic success, said Mr Fowler. "That is why we attach such high importance to the development of the Training Commission which brings together all the main interests and will be able to focus exclusively on the national training effort."

In reducing the scope of the MSC's activities, the Government is in fact returning to the original plan for a national training agency which was expanded into the concept of a strategic manpower arm at the last minute by the Heath government in 1973.

The Commission's Jobcentres and responsibility for the enterprise allowance scheme along with a number of other employment programmes will be handed over to the Department of Employment on Monday. But unskilled training will take a lot longer.

Reorganizing the regional and area structure will be relatively simple — most training activities are already handled by the Vocational Education and Training Group. This will take on the remaining schemes like the Community Programme and become the Commission's new light organization. The more complicated changes, which will have to be made gradually, are at headquarters and most of the Commission's staff will be doing the same jobs for some time to come.

A new top management will be carrying through the changes. Sir

Bryan Nicholson, the MSC's chairman for the past three years, left this week to become head of the Post Office. He is being replaced by a caretaker part-time chairman, Sir James Munn, while the search goes on for a permanent successor.

But a more surprising change is the departure of the MSC's director, Mr Geoffrey Holland, who is to become permanent secretary at the Department of Employment.

Mr Holland, author of the Holland report which led to the setting up of the Youth Opportunities Programme, has since been seen as the main visionary and driving force within the MSC. He is being succeeded by Mr Roger Dawe, a 46-year-old deputy secretary at the DE.

Mr Dawe, a more reserved personality than Mr Holland, headed the MSC's training division for three years, and is popular with its staff and the education service officers with whom he worked.

Meanwhile, the job of the chairman, the key figure during the tenure of both Sir Bryan and his predecessor, Lord Young, will now probably be downgraded.

One indication for this is that Mr Dawe will take over the role of the Commission's accounting officer, which carries the statutory responsibility for its spending and has previously been held by the chairman.

Major changes are planned for the new manpower laws, which represent employers, unions, local government and the education services. These are charged with overseeing the operation of the youth training programme and training schemes for the unemployed over 18s.

At his last press briefing on Tuesday, Sir Bryan said that the boards would be less concerned with the detailed running of schemes, but more involved in coherent local planning of education and training. However, he gave an assurance that the boards would still be involved in monitoring the quality of training.

Scots 'caretaker' takes over from Sir Bryan

by Neil Munro

Sir James Munn, the retired Scottish headteacher who has been picked as the new caretaker chairman of the Manpower Services Commission, is best known north of the border as the chairman of the committee which produced the Munn Report, whose recommendations led to the new Standard grade courses.

Sir James, aged 67, has a reputation for tackling up official chairmanships with bewildering speed and ease. His last Civil Service background is unusual for a Scottish teacher and one that has made him at home in the corridors of power.

He will continue as chairman of the MSC in Scotland, although he resigned as chairman of the Government's Consultative Committee on the Curriculum in Scotland earlier this year. The dual chairmanships caused adverse comment and Sir James came to embody the Government's preoccupation with a vocational curriculum.

His reputation suggests he will bring consensus and a calming presence to the MSC. Although it will take all his charm and diplomacy to do so,



Sir James Munn, caretaker chairman



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NEWS FOCUS

Divided over an issue of unity

OPTING OUT

Linda Blackburne looks at the responses to the Government's proposal that boroughs be allowed to opt out of the Inner London Education Authority

The Inner London Education Authority predicts that inner-city education services will fall into a financial "black hole" if the capital loses its 17-year-old unified authority in 1990 - as the Government proposes.

Meanwhile, the Tory boroughs with a vision of higher educational standards are polishing up their plans to opt out of the Labour-controlled authority.

A financial expert predicts a "domino" effect with the Tory boroughs forcing their reluctant Labour counterparts to opt out too. And the ILEA's chief education officer, Dr Bill Stubbs, has called for a full-scale review of inner London education in an attempt to avert the threatening chaos.

Three Tory boroughs - Wandsworth, Westminster and Kensington and Chelsea - want to set up their own education service. But Wandsworth's plans may suffer with the recent resigna-

tion of Conservative Mr Michael Burnett.

The borough has 31 Conservative and 30 Labour members and the by-election could force a change of power. Jubilant Labour party members say they can make the controversial opting-out proposals an election issue.

Of the remaining nine boroughs, Liberal-controlled Tower Hamlets is considering opting out, while the other eight favour staying with the ILEA.

The City of London, which contributes £212.6 million to the ILEA every year and is allocated £1.6 million by the authority, has not yet decided whether or not to opt out, and is unlikely to in the near future.

The ILEA fears its income will be cut by about 50 per cent if the three Tory boroughs opt out. Conservatives claim that argument is redundant because of Government plans to abolish rates and introduce a community charge.

Local government expert, Mr Tony Travers says the financial argument is complicated. "If the ILEA is broken up, the effects are not absolutely neutral because some authorities have more children per adult than others," he said. "As a consequence the authorities with a low number of children per adult leaving ILEA will gain."

Therefore, if Wandsworth, with fewer children per head, opted out, authorities with a high number of children, such as Hackney, could suffer.

A pool arrangement could be set up to help the poorer boroughs but details have not been spelled out by the Government. Labour boroughs, conscious of ILEA's ill rate support grant, are sceptical of any such scheme getting off the ground.

Mr Travers thinks that Westminster, Kensington and Chelsea will do relatively well if they opt out. However he believes that there will be a "domino effect" and other boroughs will lose out.

"It is likely that the boroughs who leave will take with them a small proportion of the ILEA's facilities. They will take most of the teachers but they will not take huge chunks of administration. Therefore any boroughs left in the ILEA will have to bear the burden of the whole or much of the administration. My suspicion is that it will produce pressure in Camden and Islington."

Meanwhile the Labour party is firmly supporting the ILEA and will be pointing out the inconsistencies in the opting out plan to the House of Lords.

The Education Bill calls for more accountability to parents, says Mr Derek Fatchett, a Labour front-bench spokesman on education, but boroughs do not have to consult parents or governors on opting out of the ILEA.

Labour also believes that Liberal-controlled Tower Hamlets' decision to look at opting out is inconsistent with Liberal education spokesman Paddy Ashdown's strong criticism of Government reforms.

Alan Clinton, Islington Council's deputy leader, though he does not think the ILEA is perfect, said: "There is no question that the Labour boroughs are going to act unilaterally."



Resistance to change: parents, teachers and children from Stepney's Old Church nursery school after their protest march against the opting-out proposals

We have always consulted each other."

Hammersmith and Fulham's Council leader, Mr Gordon Prentice declined to elaborate on his borough's vulnerability (it would be geographically on a limb) if the three Tory boroughs opt out. "You could go into flights of fantasy about it," was all he would say.

But he added that the Government's consultation paper was based on "some assertions and not many facts". There was no case for breaking up the ILEA, he said. London needed a strategic education authority.

In Wandsworth, opting out was a contentious issue even before the by-election was announced. Labour claimed that the Tory group has been holding "secret" meetings about opting out but this has been firmly denied by borough leader Dr Paul Beresford.

Labour spokeswoman, Ms Sally Morgan, who believes the Tories may have breached the local government act, summed up the atmosphere as "very distrustful".

"On some things, technical services and planning issues, there is a degree of co-operation but on education we feel it is all done behind our backs. If they are serious about opting out, hold on secret meetings is a ludicrous thing to do," she continued.

Wandsworth has commissioned a poll - being carried out by MORI - to test public opinion about education in the borough. The results have yet to be published.

Questions include one on the curriculum which says: "I am going to read out some topics which some children may be taught during the course of their secondary school education and, keeping your own child's (children's) interests in mind, I would like you to tell me whether you think there is too much or too little emphasis on each topic or whether you think the emphasis is about right? If you do not know, please say so." It then goes on to list sex education and homosexuality.

Ms Morgan and Wandsworth teachers are critical of the fact that this is the only question about the curriculum asked by the survey and complain that it also fails to pose the important question: "Do you want Wandsworth to opt out of the ILEA?"

Seventy-five of Wandsworth's 100 primary heads passed a resolution recently saying that: "Since Wandsworth council has produced no specific plans, no structures for running its own education service, Wandsworth headteachers must oppose its statement of intention to opt out of the ILEA."

"However, we condemn the MORI poll being used by Wandsworth borough council as part of its consultation process as being biased, misleading and unworthy of a prospective education authority which aims to raise standards," it continued.

Dr Beresford is not upset. Education standards in Wandsworth are mixed. Some praise the authority, some say standards could be improved and the Tory boroughs think standards are inadequate.

The ILEA believes it will be in financial trouble whether the Government keeps the rate system or introduces a community charge. Under the poll tax inner London would collect about £2 billion from industry - that is about £400 million more than under the rate system. However, £1,600 million of the £2 billion could be exported to parts of the country without such a rich rate base.

An ILEA spokesman said: "No government has given any assurance that grants from central government will make up that loss."

The community charge and its impact on the opting out proposals was a "huge grey area," he said. But the authority was sure that a "colossal, financial black hole" was approaching fast.

However, Dr David Avery, ILEA's conservative spokesman and a Westminster councillor, does not accept that the authority will collapse. Nor does he accept that his borough is simply toeing the Tory line: "Westminster has been saying for many years that it wished to have an opportunity to leave the ILEA and at the time the Tory Government was saying 'no, you can't,'" he said.

There are too many unknowns to predict the future of the ILEA at present. The picture will be clearer when Tower Hamlets and the City of London announce their decisions and after the Wandsworth by-election. Whether the Labour party can hold out as a single force allied against the proposals remains to be seen.

Meanwhile, in Tower Hamlets, parents of children at Stepney's Old Church nursery school have written protesting against the opting out proposals and about 50 of them marched

this week to the Department of Education and Science to demand that Education Secretary Kenneth Baker withdraw the plan.

Mrs Paula Grierison, a parent governor whose son attends Old Church school, fears Tower Hamlets will decide to opt out and that nursery education will be one of the first services to be cut.

She said: "This area is very deprived and it is clear to people that if the ILEA, which is an equitable education system, does break up, people living here will become poorer."

Overall, attitudes to the ILEA are mixed. Some praise the authority, some say standards could be improved and the Tory boroughs think standards are inadequate.

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OVERSEAS



Multi-ethnic community: university students have been angered by decisions which discriminate against Chinese and Tamils

Fears of race riots rekindled

A recent decision by the University of Malaya to abolish teaching in Chinese, Tamil and English has led to student demonstrations and a resurfacing of racial tension.

The university senate ruled that, with the exception of specialist language courses, all teaching has to be conducted in Malay. This has angered the Chinese and Tamil communities, which, with the Malays, form the country's three main race groups.

Prime Minister Dr Mahatir Mohamad, prompted by memories of race riots in 1969 when hundreds of Chinese were murdered, has set up an emergency "Unity Bureau".

The bureau, staffed by top politicians, has already met the vice-chancellors of Malaysia's six universities to try to ensure that racially divisive policies are not pursued.

Nevertheless, many feel the Government itself is responsible for the racial tension that has been building up steadily over the past two years. Its bias in favour of the Malay community is cited as evidence.

MALAYSIA

Geoffrey Perkins on the justifiable educational grievances of the Tamil and Chinese communities

The Malaysian Chinese Congress (MCA), which forms part of the coalition Government, has attacked policies which give Malays preferential treatment in education and employment at the expense of the Chinese and Tamils.

MCA leaders fear a ferocious assault on the Chinese vernacular primary schools as the Government carries out a review of the 1961 Education Act. Already, changes have been made which will starve both Chinese and Tamil schools of funds and mother tongue teachers and enforce a national curriculum that emphasizes Malay culture and political

dominance.

Eighty-seven per cent of Chinese families send their children to vernacular schools, proof, the MCA argues, of the need for this type of education.

Government involvement in higher education has also been controversial. University entrance quotas giving preference to Malays have been maintained. And during the last few months the Government has banned complaints or appeals from parents and parents' associations to ensure its policies are implemented.

Because of the "unrelenting erosion" of Chinese language, education and culture by the Government, MCA and other opposition party leaders have urged the Chinese community to study the Education Act and any amendments the Government makes.

The United Chinese School Teachers Association has also said the review poses a threat to the Chinese community. But, it feels, nothing can be done because the changes to the Act are being made in "complete secrecy".

Haughey draws the purse strings even tighter

Sharp cuts in educational spending next year will lead to larger classes in Irish schools and up to 2,500 teacher redundancies.

The early publication of the Book of Estimates for public services spending next year has been followed by strong protests over the cuts proposed for education and other ministries.

However, the minority Fianna Fail administration of Charles Haughey insists the measures are necessary to reduce borrowing levels.

There will be a £85 million (£77.25 million) reduction of this year's education spending of £1,187 million with half the savings being sought in the primary sector.

Education Minister Mary O'Rourke admits that the pupil-teacher ratio in primary schools - already one of the highest in Europe - will be worsened. Spending on new primary and secondary school buildings will also be halved.

The Minister is looking for a 6 per cent cut in primary and secondary teaching force of 43,000. The redundancies will be voluntary.

Mrs O'Rourke is also planning to reduce the recurrent grant to further and higher education institutions by 7 per cent which, it is predicted, will lead to redundancies in universities and colleges.

Plans for new colleges to meet the growing demand for higher education have been scrapped and students will face an 8½ per cent tuition fee rise next year.

The proposed cuts have particularly angered primary teachers but the Minister says that the only alternative was to raise the school entry age from four to five.

Primary teachers are already somewhat wary of the Minister over her plans for a review of the child-centred curriculum.

IRISH REPUBLIC

John Welshe reports on why next year's budget projections have alarmed the teaching profession

It is expected that the review body will come out in favour of a back-to-basics approach with more emphasis on the 3Rs.

Mrs O'Rourke has also asked the review body to recommend what form of external assessment of pupils at primary level should be introduced.

At present, different assessment procedures are used around the country but there has been no nationally monitored assessment since the abolition of the primary certificate 20 years ago.



Mary O'Rourke: teachers are wary of her

New science formula finds favour

At a time when many British schools are introducing balanced or integrated science courses, Kenya is heading in the opposite direction.

The Ministry of Education has concluded that general science courses are failing to develop "scientific thinking" among high school students and now wants a return to single-science subjects.

Mr Tom Stima, the chief inspector of schools, said that general science would not be available to O level candidates in 1989. "They will be expected to register for pure science subjects such as physics, chemistry and biology," he said.

At present, many secondary schools are offering general science because

KENYA

they have inadequate laboratories. But the Ministry has said that headteachers should encourage parents to raise funds for new buildings and equipment. As for private schools, they have been told that their licences will not be renewed if they ignore the Ministry's science directives.

The switch to single-science courses is being seen as part of the Government's strategy to increase practical and vocational training.

The Government has already restructured the curriculum so as to reduce the number of non-vocational

subjects and has stipulated that secondary pupils should take a minimum of 10 - rather than six - subjects.

Agriculture, home science, and art and design are some of the subjects that have been given a higher profile. The only optional subjects are religious studies (Christian and Islamic) and social and ethics education. But that may also change soon.

Last month President Daniel Arap Moi sent a clear message to the Ministry of Education when he said that RE should be made compulsory in secondary schools - it already is in primaries.

"Matters pertaining to God," he said, "should not be optional."

Wachira Kigotho



Sixty is a dangerous age...

NEW ZEALAND

Boards of governors at secondary schools in New Zealand can hire and fire staff. Now one board at a Wellington high school is trying to force all staff to retire at the end of the year they turn 60.

Furthermore, the board is asking those teachers who are over 60 at present to retire at Christmas. It also wants each teacher to take out a contract to run one year at a time and that is renewable at the teacher's discretion.

None of these requirements can be countenanced by the secondary teachers' union, as 65 has been the agreed retirement age and contracts on a three and a half year basis have been open to abuse.

However, Ms Rachel Underwood, who chairs the board, has replied that "Sixty is the age when national superannuation applies. It's a fairly standard retirement age."

While it is true that national superannuation applies from the age of 60, teachers have pointed out that since the scheme was introduced nine years ago, the average age of the population has risen to the point where a new government may consider pushing up the eligibility age to 61 or beyond.

In protest at the governors' stance, teachers at the school held a one-day strike earlier this month. The board then decided to postpone its retirement edict until 1990, leaving unresolved the controversy of contracts or staff over the age of 60.

Lynn Richards

OVERSEAS

Official Aids advice: hold your horses

UNITED STATES
Mr Bennett has decided to say 'Whore' to unbridled teenage passion, Bill Norris reports

Any instruction about them, however, he says should "occur in an appropriate moral context".

Possibly to avoid further acrimony, Mr Bennett chose a moment when Dr Koop was overseas to launch his latest effort. "We cannot shy away from associating moral values with behaviour," he told a news conference.

"This handbook affirms that, in the education of the young, moral instruction is a key ally in the effort to protect their well-being. Promoting the use of condoms," he added, "can suggest to teenagers that adults expect them to engage in sexual intercourse."

State fails in bid to take control

Schools in New Jersey have greeted the recent defeat in the state legislature of two draconian laws which would have threatened them with take-over on the grounds of "academic backwardness".

The Bills, sponsored by Governor Thomas Kean, would have given the state power to take complete control of school districts which failed to meet academic standards. All school board members and top administrators would have been dismissed, and replaced with state appointees who would serve for at least five years. In addition, the status of all school principals in such districts would be reviewed, and a decision taken on whether to fire or rehire them.

It was the last provision, threatening the current tenure protection, which aroused the ire of the New Jersey teachers' union and brought in a strong lobbying effort against the Bills. The measures were defeated by three votes.

Governor Kean angrily blamed his defeat on "a nefarious coalition in selfish bondage to the New Jersey Education Association (NJEA)". "The vote was a defeat for poor children, and a victory for those who say these children can't be educated," he yelled.

Mr Dennis Giordano, president of the 120,000-member NJEA, denied the charge. "We were defending the principle of the tenure statute," he said. "I don't believe any intrusion into the tenure law should be tolerated. This law was designed to avoid this kind of political interference."

Governor Kean, however, has announced that he intends to go ahead with state intervention, whether the politicians back him or not. "In balancing the rights of the children held hostage in pervasively deficient school systems with those of the educational leaders who claim to have been serving those children," he said, "I must come down on the side of the children."

The long summer holidays enjoyed by American teachers and schoolchildren are about to become a thing of the past - at least in a large part of California.

Los Angeles, second largest school district in the US with 592,000 students, has voted to put all its schools on a "year-round" basis from July 1989. This will mean some schools operating holidays at different times of the year.

The success of the move will be keenly watched by the country's educationists, many of whom are concerned that the present three-month break allows children to forget much of what they have learned.

Though the school calendar was designed to enable children to work on farms during the harvest season - a need which has long since disappeared - few of the most avid advocates of reform have been anxious to tamper with it. Nor is the Los Angeles initiative inspired by any desire to drag its schools out of the 19th century before they enter the 21st. Rather, it has been prompted by school overcrowding

Three hundred thousand copies of Mr Bennett's booklet are to go to school principals, state education officials, and heads of parent-teacher associations. Most are likely to find that the teachers themselves have already got the message, albeit a somewhat different one, because the National Education Association has already issued guidelines - including the need to teach about condoms - to its 1.8 million members.

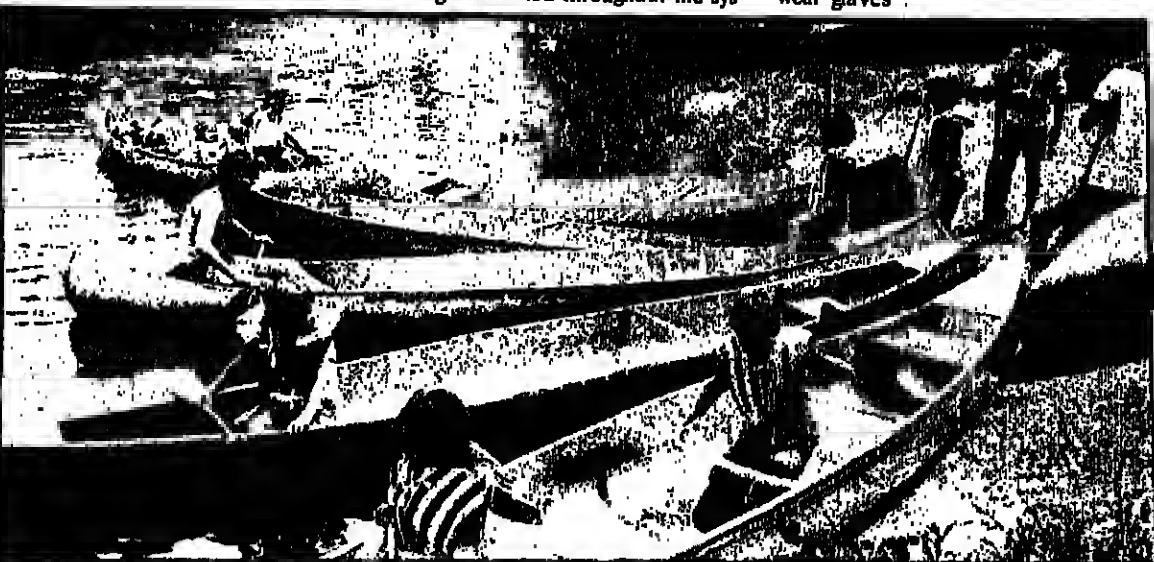
The booklet contains one interesting statistic: by the age of 19, more than 70 per cent of American teenagers have indulged in sex. It seems that Mr Bennett, in his effort to stop conduct that would frighten the horses, may be shutting the stable door too late.

The New York City board of education, meanwhile, is taking measures to prevent the possible spread of Aids to school staff. With the approval of the United Federation of Teachers, 1.5 million pairs of disposable gloves are being distributed throughout the system, at a cost of \$60,000 (£36,000).

They should be used, says the accompanying memo, "in giving assistance to a person who is bleeding", and "cleaning up blood or other bodily wastes." They should not be used when "wiping away tears" or "helping a child blow his/her nose".

The memorandum makes no mention of Aids, but since the identities of the thousand or so New York schoolchildren infected with the virus is kept secret from their teachers, this is not thought to matter. Whenever blood is spilled in the classroom - not unusual in New York - they should pull on the gloves regardless.

Actually, the major danger to teachers may be the scorn they attract from their pupils. As a band of macho Washington policemen were told when they donned the flimsy plastic coverings to control a crowd of demonstrating homosexuals outside the Supreme Court last week: "only sissies wear gloves".



Going on strike: plans to revise summer holiday arrangements in Los Angeles have provoked criticism

A holiday rota for pupils

caused by the huge influx of immigrant children.

Total enrolment is expected to reach 700,000 by 1996, and without a year-round system the district would have to build nine elementary schools and two high schools every year to keep pace.

Full details have yet to be worked out, but it is likely that children in overcrowded schools will be divided into four groups, or "tracks", with at least one group on vacation at any one time. Pressure on classroom space will thus be reduced by a quarter.

In less crowded schools a "flagella track" system will be adopted, with students working the more conventional three three-month terms, with breaks of a month between each.

The Los Angeles Board of Education, which decided to make the change on a 4-3 vote after hours of impassioned debate, is not making many friends among parents and students.

Though the experiment has already proved successful in some California schools, and a total of 67 across the country, opponents claim that it will interfere with long vacation trips. Old-

er children complain that they will no longer be able to take summer jobs, and there are fears that those middle-class whites who can afford private education, will desert the state schools.

Ms Roberta Weintraub, one of the dissenting board members, predicts that parents will remove their children in droves. "There will be a massive pull-out of anyone who can afford it," she said after the meeting.

Ms Weintraub and other critics charge that the change is unnecessary because the Los Angeles student population growth-rate has already begun to decline. Only 2,000 of a predicted 12,000 new pupils materialized last month, probably because illegal immigrant parents were scared off by the new federal immigration law.

The National Association for Year-round Education, based in San Diego, is enthusiastic about the decision. "People are gradually beginning to realize that it does not make sense to keep kids away from formal education for three months every year," said Mr Charles Ballinger, the association's executive secretary.

Parents boycott teacher with virus

SPAIN

The Cuevas Torres school in Las Palmas remains closed this term after a newly-appointed member of staff was revealed to have been diagnosed as having Aids.

The teacher, known only as Rafael R, was transferred to the school during the summer break by the Canary Islands' regional education authority. Rafael's condition was, however, diagnosed at least one year earlier and he is thought to have contracted the disease some five years ago.

The education authority, backed by the Spanish education ministry in Madrid, maintains that, as the teacher has a valid health certificate declaring him fit to work, he can give classes. The official stand was initially supported by his colleagues though, but at present they demand that Rafael be transferred to an administrative post.

The teachers' union had also called for Rafael to be kept in post, but, as parental pressure for his removal has mounted, union and education officials have grown reluctant to talk about the issue. Indeed, the director general of education services has been "unobtainable" since the news broke.

Public meetings, held by the parents' association to discuss the matter and to inform parents of the risk involved, have broken up. The association lost control as parents protested against the teacher's presence in the school. Police had to be called to a protest meeting at the school gates during registration week earlier this month.

As a result, pupil registrations slumped to a third in year groups not taught by Rafael and to a mere seven out of 150 in his year group. The headteacher has closed the school because the education authority has neither delivered essential teaching equipment, nor decided Rafael's future.

The situation has emphasized Spain's inadequate public health education in general and information about Aids in particular. The lack of public awareness was pointed out by Rafael's brother, who has joined the United Kingdom's Aids information campaign. From comments to the press, most parents in the working-class area served by the Cuevas Torres school have been shown to lack understanding of the disease.

Las Palmas is probably one of Spain's highest risk areas for Aids. It is a key transit point for travellers to Europe from Africa, Latin America and the Caribbean, and some four million north European tourists visit every year.

With minimal customs - and health-checks, Las Palmas is an equally popular stopover for drug-traffickers, and the local drug abuse problem has grown alarmingly in recent years.

Health facilities are considered to be "Third World standard". Frequent complaints have been made that no doctor, or even nurse, has been on duty at the international airport, while it has been alleged that disposable needles are not used at the centre responsible for certifying foreign and other workers - such as Rafael - fit for work.

Nick Tolentino

Travel

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LETTERS

Heads' discretion

Sir - In her article "Change of acts to follow reforms" (TES, October 2), Virginia Makins was right in calling section 18 of the Education (No. 2) Act 1986 "elusive". She was not quite right, however, in saying that heads have only to choose between the alternative of implementing the local education authority's curriculum policy or the modifications of that policy made by the governors. In fact, the relevant section of the 1986 Act (S18) allows heads a third choice - to follow the L.E.A.'s policy in some respects and the governors' modifications in others. Only in respect of sex education is the head bound to the governors' statement of policy. All this was made

clear in the DES circular 7887 of August 1, 1987. She is, however, quite right in intimating that all this is likely to be water under the bridge before it is even implemented. The section only becomes operative when incorporated in new articles of government, which for most maintained schools will be September 1, 1988. By then, we shall know whether the Secretary of State is serious in the national curriculum document about insisting in future on heads having an obligation to implement governors' modifications to L.E.A. curriculum policy. If he does, then one wonders what safeguards there will be against abuses of this far-reaching power. Under the 1986 Act, as well as the right to be consulted by governors, the head has

partial powers of veto in that he/she can choose between the L.E.A. and governors' policy; in addition, governors cannot incur any expenditure which in the opinion of the head would not be appropriate in relation to the curriculum. Presumably in the proposed new legislation this latter right will be withdrawn because the curriculum of the school will be determined by the governors either by accepting the L.E.A.'s version or their own modifications. Of course, there is always the annual report for parents and the annual meetings to act as safeguards, but they come after the event. If the professional experience of heads and teachers is not given statutory prominence at the time of curriculum policy-making, then the "imple-

mentation" phase, the delivery in the classroom, is likely to be half-hearted. It is this wholehearted commitment of teachers that the Secretary of State should be seeking and promoting. He could do no better than make sure that there is a statutory requirement for governors to have a proper regard for the professional advice given by head and staff, rather than the present off-hand suggestion in the national curriculum document that governors should "consult" heads in coming to their curriculum decisions.

C J LOWE
Legal secretary
Secondary Heads Association and
Head, Prince William School
Oundle

British culture? Yes, believe it or not - it does exist

Sir - I have read and re-read John Quicke's letter (TES, October 9) and certain ideas continue to worry me. After all, Mr Quicke works in a university department of education, and if he cannot understand one very important meaning of the word "culture", it hinders very badly for the prospects of the future pupils of the teachers he is helping to train. The most recent edition of the Concise Oxford Dictionary defines the word "culture" in the sense that David Blunkett evidently had in mind, as denoting particular forms of civilization. In this sense, we can refer to "Egyptian culture, Roman culture, Chinese culture and British culture". The parents of most immigrant children have not been in Britain long enough to have contributed significantly to the last-named form - although some of their children will doubtless do so. What on earth has "racism" to do with an MP's refusal to endorse directly or obliquely, to this self-evident point? The fact that indigenous English children are Caucasian in origin, whereas most immigrants are not, was not being referred to by David Blunkett -

and certainly his article did not convey any suggestion that the children of immigrants are racially inferior. I think I agree with David Blunkett when he seems to suggest that passing on our cultural heritage to English children (which up to now has normally been considered the sort of thing that teachers ought to get up to) should not be made unnecessarily difficult by putting them in schools containing a majority of pupils from families whose cultural heritage is different. Here, perhaps, I should hasten to explain that I used the word "culture" in the preceding sentence simply because, like David Blunkett, I happen to be an Englishman and consequently share the same cultural heritage as the group I was referring to. I was therefore using the word quite appropriately. There is nothing sinister about using personal possessive adjectives with semantic and syntactic correctness, and Mr Quicke really need not get upset when people do so. ARTHUR SYRED
14 Norfolk Gardens
Duffield Road
Derby



Hand up for reading: children like the SRA programme

Catching up

Sir - I was most interested to read Tim Rice's excellent article, "A contrast that helps pupils to read the small print" (TES, October 2), concerning the Science Research Associates' corrective reading programme. I should like to clarify two points, (1) philosophical and (2) regarding the programme's American origins. (1) Philosophically, the programme is "learner-centred", addressing the children's skills deficit by "detailed task-analysis", as opposed to problem analysis. This is not only practical, it turns the learner's attention away from past failures and fears to what can be, and is being, achieved. The day-to-day operation of the programme is carefully teacher-directed to ensure that a great deal is covered and learned in the shortest time possible because corrective reading was designed as a catch-up programme. (2) SRA has no plans to "de-Americanize" the programme because it has been so carefully put together that were we to tamper with it we might negate its dual trump card: it works and children like it. BRIAN PRESTON
Managing Director
Science Research Associates
Newtown Road
Henley-on-Thames, Oxon

and is being, achieved. The day-to-day operation of the programme is carefully teacher-directed to ensure that a great deal is covered and learned in the shortest time possible because corrective reading was designed as a catch-up programme. (2) SRA has no plans to "de-Americanize" the programme because it has been so carefully put together that were we to tamper with it we might negate its dual trump card: it works and children like it. BRIAN PRESTON
Managing Director
Science Research Associates
Newtown Road
Henley-on-Thames, Oxon

Terminal complaint

Sir - Mike Thorne's article, "Casting the net" (TES, September 25), accurately highlights both the advantages of subscribing to The Times Network Systems and also the current deficiencies. However, there is one point which I should like to raise concerning the siting of the TTNS terminal in schools. Mr Thorne mentions the headteacher's office, the staffroom, the classroom and the careers room as possible locations. He neglects to mention the obvious fifth alternative (although sadly it probably isn't obvious in many schools) - namely the school library.

On-line and in-house databases are a natural extension to the library's everyday role as information provider to staff and pupils alike and are also a means of developing cross-curricular information skills. In order to maximize the use of TTNS in a large comprehensive and to exploit its potential, instruction, control and monitoring are essential elements along with the dissemination of relevant information to all departments within the school.

My contention is that the school library provides a ready-made centre for these activities. The librarian or library assistant, with the help and support of the computer studies teacher or department can perform these functions of control and monitoring as well as the dissemination of information. Obviously the most appropriate siting of the terminal in a primary school will depend on many factors, but even in a large secondary school with several terminals the library can provide a central focus for database work. Sadly, I am all too aware that many schools do not stock, staff or exploit the services which a good school library can provide, hence Mr Thorne's omission.

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Rule Britannica

Sir - In Mike Thorne's interesting review of The Times Network Systems, he underestimates the extent of Encyclopaedia Britannica and overstates its cost to schools. Rather than "20-odd volumes", Britannica has 32, including a two volume index which gives rapid access to information. In addition, each subscriber receives a free copy of the current Britannica World Data Annual. The price to schools and public libraries was £995.50 in November 1, and not "about £1,100". Britannica articles are not written by experts in the given field, but also checked and expertly reviewed in ways we think are feasible only for the printed word.

ROBIN SALES
Encyclopaedia Britannica
International Ltd
Carew House
Station Approach
Warrington
Surrey

Takes the biscuit

Sir - May I be allowed a belated comment on the perceptive criticisms of the national curriculum by my friend Maurice Holt (TES, September 18)? He argues that the education system is now to be run as though it were an industry. In his own words, schools are to be run "like biscuit factories". I think he is wrong and is being particularly unfair... to the British biscuit-making industry.

Why do I say that? Can anyone imagine a major industry in this country recognizing that both its product and its processes have to be fundamentally changed to cope with foreign competition, acknowledging that its workforce is the key to introducing the necessary changes and then insisting that workforce by withdrawing their negotiating rights before discussion of the changes has even begun? Not even the miners were so shabbily treated. What, then, therefore, has Kenneth Baker of succeeding, irrespective of the advantages or disadvantages of his proposals? I could not have imagined myself making this plea even last year, but I am too much to ask for teachers to be treated, if not as professionals, at least as well as biscuit-makers?

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U-turn please

Sir - An "In Brief" news item (TES, July 24) reports that the Government has ruled out the four-term school year because "the idea did not command universal support within the education service". Since the current proposals for the education service most decidedly do not command universal support, may we look forward to their speedy abandonment by the Government?

Mrs A M JOHNSON
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Shades of meaning

Sir - The use of "moderate" to describe the learning difficulties of those children who attend schools formerly designated ESN(M) bothers me a great deal. I think it is inaccurate and misleading.

Working from the Concise OED definition of "overriding extremes" it is an inappropriate term for such children (less than 20 per cent of the school population). Further, it does not accord with the definition given in the Education Act 1981 that they should have a significantly greater difficulty in learning than the majority of children of their age. In my view, young children may be said to have a learning difficulty of one sort or another and the description "moderate" gives the impression of "low coverage attainments". I am unable to find any usage of moderate that is consistent with the meaning implicit in the term "moderate learning difficulties". If, for example, the weather forecast talks of a moderate wind, it means a giddy day to dry the washing. It does not mean a strong wind, very strong wind, gale, storm or hurricane.

As an educational psychologist and graduate in modern languages I have used "considerable" to denote serious educational difficulties. However, this is not part of the current terminology, and its use on the Statement, though not in Appendix E, has been overruled locally.

I would urge colleagues to think again. It is extraordinary that administrators and professionals in education have not brought to the concept of learning difficulties as much linguistic precision as the general public has to the weather.

JOHN MATHIESON
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Inflexible BEd

Sir - As a prospective teacher I have been dealt some very heavy and disorientating blows over the past few weeks. I am beginning my second year as a BEd student (feeling angry and overcast).

The reactionary national curriculum, the horror of Hungerford, the moral panic over child abuse and the dangerous influence of the "youth market culture" all demand the immediate attention of BEd students and their tutors. But none these prospective educators and actual educators really attending to these issues and highlighting the difficult connections between them?

I feel that the BEd programme should facilitate and encourage debate and understanding of these issues. The compilation of pretty curriculum files and the construction of mobiles can surely be made in wait. Instead, the curriculum on media education and the uncomfortable subject of childhood

sexuality are desperately needed. I want to be equipped to teach against Hungerford and annihilation-based evilness and about sexuality. Jeremy Seabrook and Nicholas Tucker cannot be my only "tutors". I need to feel that the rest of the BEd student and teaching body is as anxious and determined to develop teaching strategies against the influence of sensationalized violence and a media which is only too happy to fann the flames of public fear and curiosity over child related issues.

Many fascinating and taboo issues are going to come in light before the long BEd course is over. I want to be trained to act on them and help kids and their parents come to terms with them. The inflexibility and irrelevance of much of the current BEd programme is not helping.

JULIAN HYDE
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Record rights

Sir - We at this school can vouch for the wisdom of giving parents a right of access to records on their children ("Anger over plan to let governors consult records", TES, October 9).

We have, however, gone a step further and taken the initiative in providing photocopies of our internal end-of-year records as a basis for discussion. We did not charge - but we did make a stipulation: No copy of record without an appointment to talk about it.

The result was that only 4 out of 320 families did not meet with the teacher of their child at the end of the school

year. We have to find ways of achieving 100 per cent success next time. We have a great deal about parents' rights but not so much about their responsibilities. I believe that the most successful initiatives to bring parents and teachers closer together involve some sort of contract, where both parties undertake action on behalf of the child.

Certainly records are better understood if read and discussed in partnership.

MICHAEL WOODS
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Hedleigh
Ipswich, Suffolk

Primary micros

Sir - After reading the article "Programming inequality" (TES, October 2), I felt that more emphasis should have been placed on microcomputers in the primary classroom. With the recent spread of microcomputers in the home as well as the classroom, they have shown their potential to improve the education of school children of all ages and in most areas of the curriculum.

Instead of highlighting the inequality of the sexes when using computers at secondary level, why did the article not concentrate on combating the inequality at the primary level, possible stage, where the gender roles should not be so well established? Evidence suggests that many gender roles are learned during early development. Therefore, it seems that if children were introduced to computers on

equal terms at a primary level, then later problems would be less likely to develop. If the problem of stereotyping and computers is not dealt with soon, then once again males will greatly outnumber females in a world which already carries a high professional status - computerized information technology.

Compulsory in-service training is needed to train all primary and secondary teachers to become aware of the educational advantages of the micro-computer. It seems to me that once again education is not expanding quickly enough to provide the next generation with the necessary skills for living and working in a technological society.

CAROLINE CLANCY
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High/Scope needs time to be evaluated



No panacea for Early Years provision

It is essential that before criticizing or applauding any development one must take time and interest to evaluate it thoroughly oneself. This is what we intend to do in Hounslow, involving enthusiastic experienced staff.

What we have discovered in our probing so far is the following:

a) The underlying philosophy is not new to good practitioners.

b) What it does offer, however, are adaptable ideas for a framework within which children and adults may negotiate together within a child-centred environment.

c) Children are encouraged to think ahead, to make decisions, to enter into problem-solving situations through "play" or "work", while

ever form one chooses; and most important become confident in the knowledge that someone will have time and be interested to hear how the activity progressed.

Equally important, however, is the enthusiasm that can be generated through bringing together highly motivated and dedicated staff teams, several members of whom have had basic Froebel training as a background, to evaluate High/Scope and to re-examine their own practice.

Attending a one-week residential evaluation course, our teams have returned to their classrooms full of enthusiasm to refine and extend existing excellent nursery practice.

Of course, good philosophical ideas are open to misinterpretation. How often have we seen the laissez-faire approach to supposedly child-centred learning resulting in chaos in the classroom, or the carefully contrived curriculum where children move to re-examine their own practice. Evaluation is a more thought-through approach to these principles. It is, perhaps, midway between a highly structured teacher-directed approach, and a kind of woolly liberalism which can veer between laissez-faire on the one hand, and a "manners and morals" approach on the other.

In this climate, really good nursery practice depends on the individual skills, perceptions, and sensitivities of its practitioners. It seems hard to discern a consensus on how current research can, and should, be reflected in practice.

It would be a pity if the High/Scope methodology was judged by the performance of those who do not fully understand it. Any system is only as good as those who work within it.

Mrs M A BEATTIE
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Special reforms

Sir - As I was not called to speak in the education debate in the Conservative Party Conference, I would be grateful if you would publish my letter because special education was not mentioned at all (either by delegates or the Minister).

The resolution at the conference mentioned "all children benefitting from a sound state education". As the chairman of governors of a special school, I would like to draw attention to pupils with special needs. (That is, the mental and physically handicapped and those children with behavioural and learning difficulties).

The Warnock philosophy of children with special needs receiving the ordinary curriculum plus extra help was accepted under the 1981 Education Act. I wonder what the Government intends to do about the children for whom Warnock became a lifeline. Or is the philosophy to be abandoned?

In paragraph 40 of the New Curriculum 5-16 document, mention is made of exclusion and exemption (a very negative concept). There is no apparent positive policy for our group of pupils.

If local education authorities are in future to allocate funds to schools on a per capita basis, I am concerned that the additional costs based on individual requirements for pupils with special needs seems to lack recognition. Two per cent of these pupils are in special schools, but at any one time 18 per cent are in ordinary schools. How is the position of special needs pupils in grant maintained schools to be safeguarded?

As a former teacher, in a special school, I wonder how relevant the testing of our pupils four times in their school career is? It could be most distressing for parents and pupils to have their attainments published and a "below normal" label attached to them.

I would ask all concerned in the great education reform debate to consider these issues and ally the worries of the most vulnerable members of our society.

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Letters for publication should be typed on one side of the paper only. The Editor reserves the right to edit or amend letters.

JOAN CAMP
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Bucks



Exchange rates

Sir - I was interested to hear that Kenneth Baker has reached the conclusion that teacher exchanges with the United States could be of value.

I took a teacher exchange in 1961/62 to the US and would advise any teacher thinking of doing the same to examine carefully the terms and conditions of the exchange. I received a grant but my total salary for the year was still only about half of that which the American teacher received. This condition applied to British teachers only: exchange teachers from all other countries received the same salaries as their American counterparts, which were paid by the US district for which they worked.

The Americans thought the British teacher was unfairly treated and would have liked to have contributed to the British teacher's salary, but were not allowed to do so. No explanation was ever offered for this condition. A

second World War and still flourishes today. I know from personal experience how stimulating and enriching such an exchange can be and hope that even more teachers will consider such an exchange. Those who are interested should contact the Central Bureau, Seymour Mews House, London W1H 9PE.

JOAN CAMP
Chairman
UK/US Teacher Exchange Committee
9 Watlington Court
Great Munden
Bucks

As four readers may know, the exchange scheme between the UK and the US has existed since before the

Second World War and still flourishes today. I know from personal experience how stimulating and enriching such an exchange can be and hope that even more teachers will consider such an exchange. Those who are interested should contact the Central Bureau, Seymour Mews House, London W1H 9PE.

JOAN CAMP
Chairman
UK/US Teacher Exchange Committee
9 Watlington Court
Great Munden
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Liberating trend

Sir - Keith Sharpe's perspective is interesting but profoundly pessimistic (Talkback, October 9). I welcome the abolition of Scale 2 because it heralds a new era in professionalism for thousands of dedicated teachers. It also requires managers of schools to examine their prejudices and preconceived ideas about how responsibility is devolved in primary schools.

In turn, L.E.A.s and central government must find the money to assist in the development and training of all teachers on similar terms to industry (within school hours as well as Baker Days). This training should be available for all teachers, not just the ambitious and geographically mobile.

I am one of those "married with family responsibilities" who sat on Scale 1 for years of my career, always working more than 1,265 hours but accumulating skills, knowledge and managerial expertise in lots of unconventional ways.

Thank goodness for equal opportunities which at last has tempered the prejudices of appointing panels to give women like me a fair chance in the appointment stakes. Thank goodness for enlightened L.E.A.s which are actively encouraging all staff to realize their full potential.

A primary teacher who willingly takes responsibility for developing new classroom initiatives has to be a skilful manager, dedicated professional and a good communicator. The responsibility for valuing and exploiting this potential is the challenge for you, Keith Sharpe. "Aim high and your needs will grow".

RUTH J STANDRING
Deputy head
Iskfield County primary school
Sawston, Cambs

RSA diploma

Sir - With reference to the article "In the black" (TES, September 25), the RSA diploma for teachers of students with specific learning difficulties was run for the first time in 1985 and is now in its third year. To suggest that it is "broadly similar" to the BDA course is inaccurate. Teachers taking the RSA diploma have to complete between 50 and 70 hours of teaching and are also required to administer at least one diagnostic assessment. The practical teaching component of this course is greater than was suggested in the article. The RSA diploma does not "claim a

slightly higher degree of recognition for the Department of Education and Science". The RSA diploma is DES approved. There is no question of any partial or conditional approval. This year, eight of the RSA diploma course centres are in colleges belonging to local education authorities. This simply illustrates the recognition which is accorded to the diploma.

The general drift of the article suggested that most teachers who qualify in the diploma will be working in the private sector. This is untrue. At least 75 per cent of those teachers who have been awarded, or are currently taking, the RSA diploma are working in local education authority schools. In some course centres, the figure this

year will be 100 per cent, as the course is available only as an in-service training course.

For those who are working to ensure that the RSA diploma becomes more widely available, the guiding principle has always been to encourage L.E.A.s to sponsor state school teachers to take the diploma, so that the expertise which we aim to impart may be available to most of the children and adults who look to the state system for help.

JANE E K INGLESE
Professional Association of Teachers of Students with Specific Learning Difficulties
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Missing figures

Sir - Your article "The Changing Question" (TES, September 11) gives a very inaccurate impression of the entries for the A Level science subjects of the University of London School Examination Board.

The figures you quoted for the entries for the London A level sciences do not appear to have incorporated the candidates who entered for the examinations for the alternative A level biology and chemistry syllabuses.

If these figures are included the London science entries for 1985, 1986 and 1987 still represent a downward trend but one which is broadly in line with other boards' entries for the same subjects.

DR J M KINGDOM
Head of research
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School Examinations Board
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What, then, therefore, has Kenneth Baker of succeeding, irrespective of the advantages or disadvantages of his proposals? I could not have imagined myself making this plea even last year, but I am too much to ask for teachers to be treated, if not as professionals, at least as well as biscuit-makers?

TALKBACK

DEWSBURY

A contempt for parents

Frod Naylor

The real issue in Dewsbury is not how Mr Baker's proposals for open enrolment would have helped the parents. It is the more enduring one of reconciling parental rights with the curricular policies of sole local education authorities.

This was recognized by Shahid Tiley in *Labour Briefing No 48*: "The Left in the Labour Party has been ideologically bewildered over how the state should relate to culture, religion, and ethnicity." He added that the rhetoric of multiculturalism "has been lifted and put to now and frightening uses by the likes of Fred Naylor, Ronald Butt and Ray Honeyford. We now find that we have no effective, coherent critique of their campaign".

It is not only Labour's Left that is bewildered by Dewsbury. The more reasonable David Blunkett in his Platform article (TES, September 25) was never able to reconcile his sensible recognition that the aspirations of white parents need to be supported, in the same way as those of black parents, with the curricular imperatives of fashionable multicultural policies inspired by the Left.

Any analysis must start with the curriculum in Headfield School, with its 85 per cent of Asian pupils. I am convinced that it was the curriculum offered at Headfield, and not the racial characteristics of its pupils, that offended the Dewsbury parents. And this curriculum was what it was because of the culture of the Asian children, not their race. The race card had been played by the Left, who deliberately confuse race with culture.

The most striking feature of the curriculum at Headfield is the act of worship. It is not Christian, as David Blunkett claims. Mr Blunkett based his claim on the observation that

Headfield was a Church of England school with a vicar as chairman of the governors, but his conclusion is a non sequitur.

I had very lengthy and friendly discussions with the vicar, Father Ashworth. His view is that it would be wrong to have Christian hymns and prayers when 85 per cent of pupils were Asian - even though they could be withdrawn to have their own Muslim act of worship.

I found it quite understandable that a High Churchman, had never conducted an act of worship at Headfield, not received the school for a service in the nearby church. While not agreeing, I saw his point of view.

The promotion of Christianity could act as a barrier to bridge-building between the two communities. The act of worship was neither Christian nor Muslim. It was syncretistic.

Although Father Ashworth was unaware of it, Headfield had taken the first of the steps deemed necessary by those determined to move from a Christ-centred to a god-centred system of belief - a step properly described by one of the leaders of this movement, Professor John Hicks, as a revolution equal in magnitude to the Copernican revolution in astronomy.

If it was necessary for Headfield to make this concession to Asians over religion, what other concessions had it made concerning other important elements of British culture that might

allow every group, majority and minority alike, to have their children educated in their own traditions.

The authority has adopted the third option - that of equality under which all children, whatever the wishes of their parents, are to be provided with common experiences in all subjects. These are not to be centred on European culture. Not only are majority-culture children to be cut off from their roots but children of the minority cultures too are to be similarly deprived. This is a recipe for nihilism.

The Kirklees model for multicultural education ignores the fundamental right of parents to secure education in conformity with their own religious and philosophical convictions, as guaranteed by the European Convention on Human Rights. The authority ignores it on principle, and does not try to plead "inefficient use of resources". The imposition of common values and experiences - the essence of the equality option - is social engineering at its worst.

The same contempt for parents was shown in the way school places have been allotted by Kirklees this year. Overthorpe, with space for 568, was to have 347 pupils; Headfield, with room for 445, was to have 553. The appeals committee had this information, but they were still determined that 26 children should be refused entry to Overthorpe and sent to overcrowded Headfield.

It is small wonder that Dewsbury is making the Left surrender the high moral ground.

Fred Naylor is secretary of The Parental Alliance for Choice in Education and acted as educational adviser to the protesting Dewsbury parents.

COMMON CORE

Balanced arts

Ken Robinson

David Hargreaves comments (TES, September 11) that the arts are given "short shrift" in the government's proposals for a national curriculum. This is not wholly true. The inclusion of art and music within the foundation subjects is welcome and encouraging. But art and music, vital as they are, are not enough.

Young people need opportunities for serious work in a range of arts disciplines. The Government's recognition of this is firmly on the record. The Gulbenkian report, *The Arts in Schools*, argued conclusively that adequate arts education is essential in achieving the aims which the Government had identified in *The School Curriculum*, elaborated in *Better Schools* and which now form the basis of the national curriculum proposals.

The *Arts in Schools* recommendations were welcomed by the then Secretary of State Sir Keith Joseph as making "a cogent case for the arts in the school curriculum". In a debate on the Arts in Schools in the House of Lords in April 1982, Lord Elton for the Government confirmed "lest there be any doubt, that the arts are not merely a desirable but an essential component of the education offered in schools."

Certainly the arts are essential to any curriculum which aims to challenge and reward the full range of children's abilities - as the national curriculum proposals would seek to accomplish. Anyone who has been in a primary or secondary school where the arts are encouraged will know this. Quite apart from its intrinsic value, effective arts education can also enhance work throughout the school by promoting curiosity, enjoyment and self-esteem among pupils of all abilities.

To achieve this, it is not essential for all pupils to work in all the arts throughout the primary and secondary school, from 5 to 16. It is necessary that they should have a broad base of arts experiences in the primary school and that in the secondary school they should have opportunities on a part-time basis to work in arts disciplines which best suit their aptitudes and abilities. For some this will be art and music, for others not.

Drama, dance and the verbal arts, which are not yet featured clearly in the 5 to 16 proposals are equally important, offering as they do unique opportunities for work in different forms and media - including those of the new technologies - and for different styles of group and individual achievement. This broader base of provision is essential precisely because aptitudes and abilities do vary.

In planning the national curriculum, the arts, like the sciences and generic areas of the curriculum, should be seen as a general discipline to be made between visual, verbal and performing arts. Planning and provision must be co-ordinated to allow young people to identify their strengths and interests in the arts and to develop them "on a worthwhile scale". As David Hargreaves implies, this requires art teachers to promote the ideas of "balanced arts", to match the co-operative approach of science teachers.

For a long time, arts teachers have recognized that they should pull together. The national response to the Arts in Schools project illustrates their growing realization. More than 300 teachers are at work in the project from all arts disciplines and across the full primary and secondary age range. Their effort is supported by the Schools Curriculum Development Committee and a number of local education authorities, working in partnership with regional arts associations, the Arts Council, Crafts Council and many other agencies which promote and develop the arts and education.

The task is investigating the most effective ways in which the arts can work together, and the collective contributions of the visual, verbal and performing arts to the curriculum as a whole. A commitment to a broad arts curriculum of this type is essential if the assurances of the long political debate are eventually to be turned into national educational practice.

Ken Robinson is director of the SCOP (Schools Curriculum Open Project).

GCSE

Spreading the load

Colin McCarty

GCSE coursework will provide yet another cause of stress for teachers this year. Not the marking of it - teachers already have thought about that and no doubt regard themselves to face it (paid or unpaid) - but the collecting of it from the pupils.

Many pupils are notorious for failing to meet deadlines for completing work. I suspect that this year may turn into a series of crises for some youngsters as a major part of their fifth year programme could be writing up coursework. If the exam boards set deadlines for the most of their coursework in the second half of the spring term, there could be some unhappy confrontations.

Teachers, mindful of the need for good results in their subject, will be pressing for quality work and requiring pupils to give it their time to it. The zealous colleague, who allows deadline slippage to occur so a pupil can improve his or her work just a bit more, may cause another subject's deadline to be put under threat or be breached.

The lackadaisical teacher, on the other hand, will be a downright menace, both to pupils and colleagues, as he or she allows things to drift until the last moment, before hitting the panic button.

The deadlines for the moderation of the marked work will put pressure on teachers, who are required to have the material marked on time. So delays in getting work in at this stage will mean the teacher having to work to an even tighter schedule, to get the work assessed.

The subjects that do not have coursework will still be fighting their corner for pupils' attentions, time and work, meanwhile.

Then there are the parents. Can you see them now, sending pleading letters asking for grace to complete this or that? The variety of reasons why certain children cannot do work at home on certain given nights needs to be seen to be believed. Equally, their comments about marking and grading subjects that have high levels of continuous assessment. And the final straw, no doubt, will be the tabloids, which will find everything and anything to attack in the present education system and to sow examinations.

To minimize the problem, schools

will need to have clear, published deadlines for all GCSE coursework, organized to avoid major clashes and excessive demands on pupils, and known and respected by all teachers. In fact, the pupils and parents should have had them by now, and understand the full implications of a planned workload.

At my own school, the negotiation and preparation of the calendar of deadlines provided a major topic for the school closures, both last term and in the previous year. Coupled to this, the topic also provided a valuable opportunity for all colleagues to be briefed on the demands of the new course.

On the same INSET days, we were also able to look at the GCSE demands and the whole school calendar of events. Our experiences lead me to suggest that schools will also need to watch the way other activities can impinge on a pupil's time. For example, work experiences for a fifth former may be just too much to cope with if an important piece of coursework is required at about that time. Equally, the mock exams may produce their own hiatus, particularly if they occur in the Spring Term.

Is this another role for someone in the senior management team? - to referee the demands of a wide and full curriculum against the requirement for pupil and teachers to cope with the needs of the assessment system? It is not fair to place this conflict of priorities on a pupil.

Someone must also be in a position to be a mentor to the pupils. The tutor is likely to be the one teacher who can monitor the load on each scholar. For years, schools have said the tutor is an important person, yet failed to give time, status or recognition to the role. If schools are actively seeking to help each pupil do his or her best in the exam this summer, the tutor is likely to be the person who can help make this wish a reality.

If there is good organization in schools, clear information and a positive partnership between parents and school to help youngsters hit their targets, I believe we may avoid a lot of agonizing in the run up to the final GCSE.

Colin McCarty is deputy head at Newmarket Upper School, Suffolk.



GOVERNORS' MEETINGS

Defensive play

Michael Ormston

As the second round of annual school meetings gets underway, we offer the following defensive advice to chairmen of governors based on our survey of the meetings which took place during the summer term.

1 Got the headteacher to advertise the meeting well in advance, but among a lot of other bumph about sports results, jumble sales, fees for music lessons, and requests for parent helpers.

2 Request a tear-off slip to indicate that parent(s) are intending to attend. You might disguise this by saying that you only need to know the numbers for catering purposes.

3 Send out the school report via pupil post.

4 Ensure that the report is written in formal and official gobbledegook and is duplicated in monochrome on an old fashioned duplicator.

5 Call the meeting for 6.30 pm.

6 Ask for any formal resolutions to be written down and posted to the chairman of governors 14 days before the meeting.

7 Ask for an indication of anything else that the parents may wish to raise prior to the meeting.

8 Do not invite any other members of staff (or anyone else who knows what is actually happening in the school) to attend.

9 Ensure that the seating is formal with all the important people sitting behind a table facing the (by now small) audience.

10 Read out the report slowly, but do not allow it to break the flow.

11 Then ask for any questions.

If you have followed the above strategy, then all the questions should be of the formal kind like, "When is the date of the next meeting?" or "Are we quorate?"

12 A silence may develop and if your audience is above average size (ten parents or five couples) it is likely that one of the audience will seek to fill this silence.

13 Most likely they will ask a question directly related to the report: simply refer them back to the substance of the report.

14 The next most likely thing is that they will ask a question about car parks or safety. Blame the local authority.

15 However, they may, occasionally, refer to the curriculum. Ask the Headteacher to respond, while you collect your thoughts. The head will fend off all such matters, with marvellous language.

16 After two minutes, you will be embarrassed by the silence and attempt to keep the meeting going. Stick to generalities (structure plans, car parking, safety and Aids), blame the L.A. and prepare to wind up.

17 Wind up by praising fellow governors, staff and ancillaries and - while the audience are applauding - give the date of the next annual school meeting.

18 Go back to 1: primary schools may find it convenient to release last term's Annual Report. Don't forget to change the date.

Michael Ormston is senior lecturer at Oxford Polytechnic.

David Hargreaves comments (TES, September 11) that the arts are given "short shrift" in the government's proposals for a national curriculum. This is not wholly true. The inclusion of art and music within the foundation subjects is welcome and encouraging. But art and music, vital as they are, are not enough.

Young people need opportunities for serious work in a range of arts disciplines. The Government's recognition of this is firmly on the record. The Gulbenkian report, *The Arts in Schools*, argued conclusively that adequate arts education is essential in achieving the aims which the Government had identified in *The School Curriculum*, elaborated in *Better Schools* and which now form the basis of the national curriculum proposals.

The *Arts in Schools* recommendations were welcomed by the then Secretary of State Sir Keith Joseph as making "a cogent case for the arts in the school curriculum". In a debate on the Arts in Schools in the House of Lords in April 1982, Lord Elton for the Government confirmed "lest there be any doubt, that the arts are not merely a desirable but an essential component of the education offered in schools."

Certainly the arts are essential to any curriculum which aims to challenge and reward the full range of children's abilities - as the national curriculum proposals would seek to accomplish. Anyone who has been in a primary or secondary school where the arts are encouraged will know this. Quite apart from its intrinsic value, effective arts education can also enhance work throughout the school by promoting curiosity, enjoyment and self-esteem among pupils of all abilities.

To achieve this, it is not essential for all pupils to work in all the arts throughout the primary and secondary school, from 5 to 16. It is necessary that they should have a broad base of arts experiences in the primary school and that in the secondary school they should have opportunities on a part-time basis to work in arts disciplines which best suit their aptitudes and abilities. For some this will be art and music, for others not.

Drama, dance and the verbal arts, which are not yet featured clearly in the 5 to 16 proposals are equally important, offering as they do unique opportunities for work in different forms and media - including those of the new technologies - and for different styles of group and individual achievement. This broader base of provision is essential precisely because aptitudes and abilities do vary.

In planning the national curriculum, the arts, like the sciences and generic areas of the curriculum, should be seen as a general discipline to be made between visual, verbal and performing arts. Planning and provision must be co-ordinated to allow young people to identify their strengths and interests in the arts and to develop them "on a worthwhile scale". As David Hargreaves implies, this requires art teachers to promote the ideas of "balanced arts", to match the co-operative approach of science teachers.

For a long time, arts teachers have recognized that they should pull together. The national response to the Arts in Schools project illustrates their growing realization. More than 300 teachers are at work in the project from all arts disciplines and across the full primary and secondary age range. Their effort is supported by the Schools Curriculum Development Committee and a number of local education authorities, working in partnership with regional arts associations, the Arts Council, Crafts Council and many other agencies which promote and develop the arts and education.

The task is investigating the most effective ways in which the arts can work together, and the collective contributions of the visual, verbal and performing arts to the curriculum as a whole. A commitment to a broad arts curriculum of this type is essential if the assurances of the long political debate are eventually to be turned into national educational practice.

Ken Robinson is director of the SCOP (Schools Curriculum Open Project).

What is it like to be four and in an infant class in school? And what is it like to be the teacher in charge of an infant class in which there are four-year-olds?

Last year, I was relieved for a 12-week secondment to explore the "learning environment of four-year-olds" in the light of local and national concern about under-fives in infant schools. I set about my task by sharing the various environments of four-year-olds: playgroups, nurseries, family centres, and schools.

What I found was that it is teachers in infant schools who are under the greatest pressure when catering for the needs of under-fives: the community wants them to maintain a curriculum nurtured to the needs of five to six-year-olds; they are constrained by large classes and school timetables; and they lack space, resources and sometimes even expertise.

What is expected of the infant teacher in school, even with a class that is predominantly four-to-five-year-olds, is that they teach reading, writing, and mathematical concepts. This comes across very strongly in interviews with teachers and through the way they organize their time. It is apparent also in comments made by parents and frequently included in curriculum guidelines. "By the end of their first year they are expected to know all their single sounds, be able to copy words, do number bonds to 10, and have got through the early books of the reading scheme" according to one primary school reception class's guidelines.

The result is that teachers in school involve themselves in "work", while the children are involved in "play". Nurseries, family centres and playgroups could be far more attuned to the needs of the child. They did not refer to pressure from outside or inside their establishments; their curriculum could be and was expected to be based on play, and of course the ratio of adults to children actually facilitated active, individual learning. Nevertheless, the children being catered for, whether in nursery, playgroup, family centre, or school were from the same age group - four-year-olds.

Catering for 28 or more individual four-year-olds in school is an impossible challenge without more help, more realistic guidelines, or more resources. What happens is that the adults follow their perceived roles as teachers of reading and writing, and the child responds to the resources provided. But the two do not necessarily match or meet. The adult continues down the "work" track, the child continues down the "play" track. Sometimes the match between activity and child want completely wrong and, as a consequence, I found children of four-and-a-half who after just one-and-a-half terms in school were being pointed out as "slow" or "not very good".

In one classroom, the youngest child, Alfie, was involved in the first task of the day which was to be a round tray and to match printed numerals (1 to 10) to each set of objects.

One-by-one the children within the group completed the task, took the tray to be checked, then chose what to play with.

Alfie struggled on, he was not able to recognize the numerals, to order them or to match them to the objects. His peer group informed him that he had "done it wrong", abandoned him for the sand tray or water play or construction sets, and by the time he was rescued by his teacher the "top 10" classroom activities were all full and he ended up with another sorting task, very similar to but not quite as demanding as the one that he had just failed. He went on after playtime to fail to recognize "2", and to be singled out in front of the year group for doing so.

I met other four-year-olds who, like Alfie, encountered situations that they were not ready for. Julie was making a sentence using *Break-through* apparatus. She needed words not contained in her folder. She went to ask for help but found a queue of children bent on a similar task. She quietly waited in her seat for her teacher to be free, only to be reprimanded and called "Miss Lazy Bones" for not having completed her sentence.

Many four-year-olds become enveloped in an atmosphere that is three to four years ahead of them in their development when water, sand, clay, construction of all kinds, role play and a climate of busy involvement in activities selected by the child should also be available to them. In many cases, it would be so much more appropriate: it would build up their confidence and self-esteem rather than, as with Alfie and Julie, put them in a situation in which they could fail merely because of their immaturity.

Where children were provided with appropriate materials, they accepted the demands made by those materials and used them to further their own experience or to set their own challenge: blocks became fortresses, and the medium for landscape, monsters were moulded from clay, junk became the vehicle for problem-solving, a selection of wastecards, top hats, handbags, a camera and skirts gave rise to an impromptu wedding.

The themes enacted, talked through, and lived by the children were rarely extended, shared or even observed by the teacher, so a child in the even observed during the course of his morning of play of an exciting dialogue of words and actions.

Four and in school

Infant classes may be the least appropriate of all the options open to under-fives, Christine Stevenson finds

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He reluctantly changes for PE and joins the class going in the hall.

In some establishments, the system was such that a child should experience all the activities provided during the course of his morning of play.

John: It will hold the wheels on. Adult: What else will it do? John: It will let the wheels go round. Adult: So what will you have to do? John: Mm... change the wheels because I've glued them.

He finds some card to make new wheels, removes the sticky ones, cuts two cardboard circles and begins to fasten on the new wheels to a new body.

Teacher: It's PE time, John. John: I don't want to go. (He reaches for a split pin.) Teacher: I think you should. John: No, I don't want to. (He carries on with his model.) Teacher: Come on John you can finish it later.

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Teacher: It's PE

FEATURES

Nothing but the best will do

On the wall of David Hughes's office at Red Lodge School, in Southampton is a prized possession: Alvin Ball's gold winners medal from the 1966 World Cup. It has been there some time - on permanent loan from the footballer-turned-manager, who has more or less "adopted" the 12 to 16 school for children with moderate learning difficulties.

Other trophies adorn the head's office and the walls of the school: Peter Shilton's goalkeeper's jersey from the ill-fated world cup semi-final against Argentina; signed footballs; photographs of world cricketing celebrities having a knockabout with the pupils on the playground; and well-known actors - including George Cole (*Arfur Daley in Minder*) on a friendly tour of inspection.

At the moment, pride of place is given to a cricket bat signed by the complete Nottingham team, who won the NatWest trophy this year. "I should get £500 for that," says Hughes, confidently. "That'll pay for 10 holidays abroad next year... I'll take it to Round Table, Rotary, I'll play one off against another and the money will be there. Someone will buy it for £100, then, maybe after they've had a few drinks they'll say 'put it back in - raffie it'."

Hughes could be regarded as a bit of an Arfur Daley, transferred to an educational setting. "I just like to go out and get the best for these children. They deserve the best, so I just go out and get it for them," he says. "The best" is his catchphrase. The school boasts a brand new sports hall, minibus, a birthday present (minimum value £1) for every pupil, regular heavily-subsidized holidays in England and abroad for all, and an enviable well-kept building, with fresh paint, carpets, flowers and murals.

It is clear that the facilities have cost far more than would be provided by the local authority for a special school serving 150 children. But Hughes will not be drawn on the amount raised by him and the amount provided by the education authority. Like Arfur, he knows the tactical value of silence. Also like Arfur, he understands that where money is concerned, an unorthodox approach is sometimes best. On big purchases like the sports hall (a bargain £46,000, with £5,000 from the I.E.A.) and the minibus he orders first and raises the money second.

'They deserve the best, so I just go out and get it for them'

Jumble sales? Coffee mornings? Guess the weight of the headteacher? Hughes does not bother with such small ideas. His first fund-raising project is a case in point. A local landlord put Hughes in touch with the Glenfiddich whisky distillery, who offered a large quantity of the product as a raffle prize. Three months later, after a (heavily-publicized) sponsored hitch-hike to Scotland to pick up the whisky, and a large scale raffle, Red Lodge nearly had the £8,000 for a new bus. It also had a new governor - the pub landlord. The raffle winner - an ex-teacher - found out that the bus fund was short of £356, and promptly wrote a cheque for that amount. There are a number of people who, having visited, simply give the school money.

Hughes confesses that he enjoys the fund raising, although he stresses that staff are never pressed to join in. Some do, some do not. He knows that schools for more visibly disadvantaged children have two head starts where fund raising is concerned: easy sympathy and a larger number of parents who are ready and willing to get stuck in. For many of the Red Lodge children, the parents are the problem. Finding a parent governor for Red Lodge can be a tricky business.

The school's high local publicity profile has other, non-financial benefits. It brings kudos rather than stigma. For the children, contact with celebrities means an increase in self-esteem. For the visitor, of which there are many, it means an increased understanding of a largely uncelebrated corner of special education.

Hughes came into education at 30, having started a career in banking. His devotion to hockey led him to coaching in a hospital. He began to do voluntary work in an approved school. "I couldn't understand what the problem was with dealing with these children," he remembers. Eventually he left banking, took a teaching course, with the sole object of teaching what was then known as "maladjusted" children, and started work in schools for the maladjusted, where he was horrified by what he saw. "The children weren't getting what they needed, they were being sold short." They were also being "special people". I was wrong.

With the Government proposing to make schools responsible for their own finances, Nick Baker meets a headteacher who sees fundraising as part of his professional duty; and Virginia Makins (opposite) talks to another who left the state system for just that kind of independence.



David Hughes (below) splashed out on the sports hall before he'd raised the money



Red Lodge is an escape from the impersonal big school



Ten years later, special circumstances gained him the headship at Red Lodge. Pitted against what he saw as strong competition at interview, he decided he liked the school, from what he saw of it on a visit during the morning of the interview. He asked a girl in a cookery class for a rock cake. They were not ready. Later in the morning, the girl brought him out with the requested cake. He thanked her politely and slipped it in his pocket. Back at the education offices for the formal interview in the afternoon, he was asked the inevitable question: Why do you want this headship? He took the rock cake out of his pocket and placed it on the table in front of the distinguished panel, like a lawyer producing evidence. He got the job. A headship, not a jargon, which he hates.

He also hates labels - knowing that stigma can attach itself to any euphemism. He came into the profession just as "mental defective" was going out, but he still has had a list of successors of various descriptions. "I've looked maladjusted up, Mr Hughes," one boy said to him at a previous school. "They call me it, so I'm going to act it." Hughes hated "educationally subnormal", does not think "moderate learning difficulties" is adequate to describe the sort of urban children at his school and can only just about live with "special needs".

The tranquil atmosphere of the school belies the fact that its pupils may be the victims of sexual abuse and other forms of physical and mental abuse. Hughes is aware of this, and has a strong sense of the big responsibilities. According to

some staff, a handful of children have problems created by the mainstream system itself.

Not so 14-year-old Dennis: "I was a bit abusive of the teachers and backwards at my work," he explains frankly. Dennis (not his real name) says he used to wet himself and fly into tantrums. His teacher later says that his stepfather, who brought his natural son into the family, disregards Dennis and has even stolen from him to give to his half-brother.

"After a load of schools, I came here," says Dennis, who confesses that, having fallen into a swimming pool when he was a toddler, he used to be terrified of water. After two years at Red Lodge, he is just about to try for a gold swimming award. What is the Red Lodge secret? Dennis says: "Just the teachers. They're really patient. The others try and be nice to you, but they can't always."

Dennis's problems are far from extreme. One pupil has 16 siblings. Another huge family simply arrived from the north at a Southampton DHSS office and more or less said "look after us". Hughes, and other members of staff, as well as the EWO make home visits that can appeal them. Occasionally an unwanted visit from a violent or drunken parent has to be dealt with. "Our children are the most vulnerable in society. When people take PE or swimming, we're not consciously looking at the child, but you're somehow aware. If you notice bruises, you follow it up," says second deputy Ros McCarthy.

On the day of my visit, there were no visible incidents, although more than one member of the 15 staff confessed that they wished there had been, so I could see how they were dealt with. Hughes operates no punishment sanction other than picking up litter. He picks up litter with the offenders. Many apologize for losing control.

On the other hand, there is no question of the staff being surrogate parents, compensating on an emotional level for what is missing at home. "Dangerous," says Hughes. The line between personal, friendly attention and professional responsibility is finely drawn at the school. The school's quiet and warm atmosphere belies the fact that it is the scene of struggle of all sorts - mainly with English and maths. Leavers with a reading age of six are not uncommon. Jennifer Cox, a teacher at Red Lodge, explains that a lot of

'We all know that the children are more important than our principles'

one-to-one work has to go on, with constant emphasis on the child's view of him or herself as important.

How do the staff feel about the amount of fund raising? "We all think we shouldn't have to do it," says Jennifer Cox. "But we all know that the children are more important than our principles." The same feelings were applied to the teachers' dispute.

Most of the staff started their career in mainstream education, but it would be wrong to regard Red Lodge as an escape: "If you were finding mainstream hard because of discipline, you'll find it hard here," says Ms Cox. "It is an escape from the impersonal world of the big school... It's selfish really. We get rewards from relationships." On the other hand, the staff agree that opportunities for the professional reward of promotion and status do not exist.

For ex-pupils, prospects are good. In the fifth year, they start "independence training" - getting used to being self-reliant in the outside world. There's plenty of opportunity for work experience too, with long-term employer-school relationships steered by what Terry Purse, head of fifth year, calls "ego boosting" of those who offer placements. A lot of them prefer Red Lodge pupils to other fifth-formers: "They're very amenable," explains Purse. "They're prepared to do menial tasks, and they don't go in with fantastic expectations."

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Hughes knows that much of the school's success is linked with its comparative wealth, but he will not enter into a conversation about the rights and wrongs of fund raising on such a large scale. "They need holidays, they need a sports hall, they need a minibus. I see it as essential to the doing my job. As a headmaster, I don't get much for nothing."

On our own

I don't feel I left the state system - it left me," says John Crank, who in 1984 gave up a deputy headship at Heston, a large West London comprehensive, to run Hallford, a small private school for 300 boys, in Shepperton, Surrey.

"State education has been hijacked by the Government. For 20 years I was a firm advocate of state education and comprehensive education. That's changed because of the unholy alliance between Left and Right, which has allowed both to intervene in schools, bringing utilitarianism or subversion."

Earlier, he says, it was the teachers who hijacked education, introducing curriculum experiments without ever bothering to get the consent or understanding of parents. "By 1977, Heston was a smothering school and beginning to respond to its clientele. We were taking account of the Taylor report and developing a partnership with parents, but then we started being told what to teach by central and local Government. There was a marked deterioration in 1981-83, when we seemed to lose control of the school."

"We were forced to abandon CEE Made Three, which suited our pupils, and go for the narrow City and Guilds course. TVEI might have made some sense if we had full employment - as it is, it gives teachers the power to decide who are going to be tomorrow's migrant workforce. Once a child is branded with that idea of himself, that's it. Teachers should not have that power."

John Crank is chaffant, outspoken and, since he had taken the leap across the great state-private divide, happy as can be. Before he came to Hallford, it was seen mainly as a school for boys who failed the entrance exams of more illustrious places. The school has no endowments, and its fees are low by London boys' school standards (£700 a term) but that still brings in twice as much as is spent on a secondary place in local schools. The pupil-teacher ratio is 13.5 to one.

The school has clearly gained a bit from his experience in the state sector. A new option system ensures all boys take nine GCSE subjects, covering a balanced curriculum including a practical or creative subject, as well as doing games, some religious education and careers.

At Heston, Crank had the job of making work a sixth-form consortium with another school, devising a joint timetable. At Hallford, he has



(Left to right) Norman Baker, chairman of governors, Wendy Simmonds, bursar, and headteacher John Crook

started a consortium with a local private girls' school - again with a joint timetable - bringing to Hallford's students the benefits of wider choice and working with girls.

Many private schools keep teachers' salaries in their top secret files, but he has brought in a clear, open structure. All teachers get paid a basic minimum (top of Burnham Scale one, plus other London allowance, plus a "Hallford allowance" of £1,000). To go above that, they have to apply to a governors' promotions committee. Applications are judged on three factors - classroom practice, which is formally observed, contribution to school life and examination results.

Because the school is so small, John Crook sees no need for head of department posts. "They only create hiccups in the salary structure. Even in big schools you might be able to thrust out policy with elected chairmen of departments." All teachers teach 32 periods, except for the head, who teaches 20. The deputy head, who teaches 20.

Every pupil's progress is reviewed twice a term at meetings of the whole staff. Buildings have been modernized, and a new £200,000 block for art, music, design and technology has just opened. It was paid for by "careful stewardship" without any special appeal fund.

The changes seem to have worked. Hallford has stayed with two forms of entry - but applications have doubled, it now has a waiting list, and its sixth form is growing rapidly. When he

came, there were 11 boys in the sixth form, retaking O-levels then leaving as soon as possible. Now there are 40, taking mostly A levels. Sixth-formers said the school had much changed since they first came. "It's more intelligent," one said. "If it wasn't, we wouldn't be here."

John Crook doesn't miss the services provided by local education authorities. "We have no advisers, and no need for them. Advisers can be dangerous, they have privilege without responsibility." There are plenty of in-service courses available for teachers. Special needs can often be catered for without special expertise, since in a small school it is so much easier to monitor progress carefully. When necessary, there is access in a nearby private dyslexia centre.

He believes the small size of the school has a lot to do with its success, but that its independence is the key factor. The private school triumvirate of chairman of governors, head and bursar, gives a head enormous scope. The bursar, Wendy Simmonds, is there to look after fees, buildings, maintenance, non-teaching staff, day to day crises such as blocked drains and power cuts, and also in her capacity as company secretary, to make sure that new initiatives have been thought through. "If you're going to fly kites, you need someone to hold the string," she says.

The present chairman of governors, Norman Baker, was until recently deputy chairman of Teylor Woodrow. He devotes much time to the school, keeping not only in close touch with the

head but taking care to involve other governors in decisions. "We're not experienced in education as such - we leave the curriculum to the head," he said. "We rely on him to bring to our attention the things he believes are our business."

John Crook is delighted that he doesn't have to bother with the national curriculum. He says it would be impossible to run a school who heads have to apply dictates from above, regarding what is taught and how many hours teachers work. His deputy, John Mitchell, said: "We have immense discretion, we're not bound by rules."

The school has not taken up assisted places because of the administrative complications and, more seriously, the chance that they might be withdrawn. Even if "opting in" to the state sector became a possibility, Norman Baker would not be interested. "We'd be anxious about any kind of dependence on Government assistance - if we can't stand on our own feet, we're not doing things right."

John Crook was more ambivalent. "What I'd like to run is an independent school where no one pays fees. But in those circumstances I would have an enormous amount of power to decide who comes and who doesn't. I might work the selection wonderfully well, with great probity and gravity, for four or five years. And then - well, I wonder?"

Virginia Makins

Consumer rights?

The views of children have been overlooked yet again, Peter Newell argues

Al the Government's reforms proposed in the name of the consumer leave one group out in the cold: the primary consumers of schooling are not parents, nor employers, but pupils. Yet new legislation, far from providing more choice and control for them, significantly curbs the very limited rights they currently have.

It is in this unfriendly context that the Children's Legal Centre this week publishes an *Education Rights Handbook* - an advisers' guide to the legal rights of school pupils. The purpose is not merely to answer the questions which pupils might ask today as parents, teachers and other advisers about their educational rights; the centre is seeking to promote the perspective of school pupils, in the hope that the education world (and even the Government) will start to provide an effective voice for those the education system is intended to serve.

Last year's major Education Act prohibits anyone under 18 serving as a school governor, allows governing bodies to appoint pupils to receive sex education, and places new restrictions on political discussion and activity in school. And while it insists that those framing the school

curriculum must take note of any comments from the "chief officer of police for the area", it and previous education acts make no mention whatsoever of consulting the pupils.

The only school pupils who do have a right to be formally consulted about education decisions (and indeed any other decisions that affect their lives) are those who are in the care of a local authority. For child care legislation, unlike education legislation, recognizes that children are people with views and wishes that should be taken into account - "having regard to their age and understanding". So the local authority "parents" of children in care must ensure that they are adequately involved in decision-making.

On other issues too, the Department of Health and Social Security, with its social services and child care responsibilities, takes a far more enlightened view of children's rights than the Department of Education and Science. On access to personal records, a DHSS circular in 1983 advised that requests from children to care to see their social work files should be treated in the same way as requests from adults - and that children's views should be taken into account before the files on them are shown to their parents. In contrast, the DES's recent consultation paper proposes that for pupils under 18, it should be their parents and not the children themselves who would have the right to see school records.

In October 1985, the House of Lords confirmed, in its judgment in the Gillick case, that provided a child has the "understanding and intelligence" necessary to grasp the implications of a particular decision, he or she has the legal right to make it, unless, of course, there is a right to make it, unless, of course, there is a specific law setting down a particular age for a particular type of decision as in the various ages of consent for different forms of sexual activity. The DES view of school students - a reflection of the general principle that children should be

seen and not heard - was well illustrated in a letter that the Children's Legal Centre received last year. While the Education Bill was being debated in Parliament, the Centre had written to protest that proposed appeal rights for parents against school expulsion denied the expelled pupil any direct rights at all, either to initiate an appeal or to be heard at it. The DES responded:

In general, the Education Acts have been drafted on the principle that parents are responsible for securing the education of pupils who are minors. All the rights and duties fall on the parent, not the pupil, and so it is appropriate that the parent should decide what, if any, representations are made to the appeal committee on his child's behalf. In addition, there are one or two difficulties that might arise if a pupil wrote or spoke on his own account: he might be immature, or inarticulate, or nervous. The fact that he had been expelled would be likely to reflect fairly severe behavioural problems, possibly originating in family tensions, and thus his contribution to the debate might be confused or angry, or embarrassing to the parent.

Not the sort of reasons normally considered sufficient for denying due process and natural justice to anyone - except in the education system.

The fact is that parents and pupils do not necessarily see eye to eye on all education decisions, as the handbook acknowledges. In a section of advice on what to do when there are conflicts between children and their parents, it argues that if schools feel that the pupil rather than the parent is right about a particular decision - which exams to take for example - then they should follow the child's wishes.

School children, like everyone else in the UK, are protected by the European Convention on Human Rights and the machinery for enforcing it based in Strasbourg. The *Education Rights Handbook* contains a section detailing the articles of the general principle that children should be

the Convention relevant to school life, and suggesting some of the policies that might involve breaches of the Convention.

The Children's Legal Centre, through its advice service, deals with a depressing number of calls from young people and their parents indicating clear infringements of basic human rights - discrimination and segregation on grounds of language or culture, or of disability; curbs on freedom of expression - detailed uniform regulations and - perhaps more seriously - selective bans on, for example, the wearing of CND badges in school. "For three years my headmaster has continually banned me from wearing my CND badge - yet badges in general are worn by other members of the school. Have I any rights in this matter?" a 16-year-old young woman wrote from Liverpool. Another youth was refused permission to start a CND group in his school.

In the United States, a 1969 Supreme Court judgment concerning the rights of students to wear black arm bands in protest at US involvement in Vietnam confirmed that schools should not be a no-go area for human rights; "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school gate."

Nearer to home, the European Parliament passed a resolution in 1984 - backed by the UK - insisting that the school system must comply with the relevant provisions of the European Human Rights Convention.

If schools wish to avoid disaffection and disruption they would do well to check their aims and practices against the basic standards of the Convention, and also to ensure that students have an effective voice in education decisions.

The *Education Rights Handbook* is available from the Children's Legal Centre, 20 Cannon Terrace, London N1 2UN, price £3.50 including postage. Peter Newell works at the Centre.

FEATURE

Review

JAMES MITCHELL
18 BOOKS IN
REVIEWScenes
from a lifeRonald Hayman on
Kenneth Tynan's
life, achievements and
unfulfilled promiseThe Life of Kenneth Tynan, By Kathleen Tynan.
Weidenfeld £16.95. 0 297 79042 X

Kenneth Tynan was a beautiful man who could create beautiful phrases. He described Diane Cilento in *Tiger in the Gate* as "feetingly got up in what I can only describe as a 'Proustian slip', and he characterized Paul Rogers' Macbeth as "like the man who spoils a fancy-dress party by coming as a leper". Hedda Guller is "a locust at large in a grove of Pooters", while "the history of Catholicism shows that you can't make an omelette without breaking eggheads". When he was drama critic for the *Observer*, I used to open the paper more impatiently than I ever have since, but we lost him as a reviewer long before his premature death.

Like James Agate, the only other serious contender for acknowledgement as our best drama critic of this century, Tynan will be remembered, but he will not receive enough credit for his two greatest achievements. By writing frequently and enthusiastically about Brecht when his name was still unfamiliar, Tynan prepared the ground for the triumph achieved by the Berliner Ensemble on its first visit to London in 1956. But for him, Brecht's influence would not have spread so quickly and pervasively through our theatre. And though policy at the National is now quite different from what it was under Olivier, Tynan played an important - if invisible - role in shaping it during the first years of the theatre's existence, not only choosing plays but encouraging Olivier to use younger directors and actors who had proved themselves at the Royal Court. History will credit Olivier with what was achieved, but the power behind the throne was Tynan's.

It is questionable, though, whether he fulfilled either the promise shown during his brilliant career at Oxford, where he was regarded as a genius, or his potential as a writer. He will be remembered for his reviews and his revue, *Oh! Calcutta!* His short biography of Alec Guinness and his book *Bull, Fever* have almost been forgotten, and we shall never know how much potential he had as a director, though Ian Kershaw

'History will credit Olivier with what was achieved, but the power behind the throne was Tynan's'

Tynan's view, what he most needed to do at the beginning of the Seventies was direct. Instead he settled down to write an erotic screenplay, for Roman Polanski to direct. A great deal of his energy went into kinky sexual practices, into an ineffectual episode for greater sexual freedom, and into ill-judged gestures, like dressing as Louise Brooks for an appearance at a party.

The story of his life is fascinating, partly because it encourages idle speculation about whether he would have used his talents differently if he had known from the beginning of adult life how little time lay ahead. It is tempting to think he might have devoted more of it to serious writing and less to having fun with rich, famous and beautiful people, but what would he have written? He might have done well, though, to read more.

Kathleen Tynan has produced a much better book than could possibly have been expected. After researching thoroughly and respectfully, she has written with skill, objectivity, vivacity and an admirable lack of sentimentality. From her tolerance of his relationships with other women, and from her narrative - obviously not a self-flattering one - about the pleasures they shared, it is clear he was lucky to have her as his wife, and this good luck has continued in having her as his biographer.

Ronald Hayman is the author of *British Theatre Since 1955* (Oxford University Press).



Young Muscovites engrossed in theatre

Art of the state

David Sulkin looks at contrasting attitudes to young people's theatre in Russia

Just after darkness fell over Moscow on the night of May 1, I found myself standing close to the Nabatnaya Tower on the Kremlin Wall waiting for the fireworks to begin. As the first glittering thunder-flash exploded over the river, a group of young people nearby screamed with delight and began chanting "Lenin lives... Lenin lives..."

In Soviet theatres the audiences are usually quite passive, and applaud in unison at the end of the show. On May night though, everyone seemed to be cheering wildly and out for a good time; and so it was with delight that I noticed that the young people were in fact brandishing a poster of John Lennon and chanting "Lennon lives... Lennon lives..." The Moscow Millia noticed too, craned in, but left the youngsters alone to get on with the holiday.

This was my third trip to Moscow, and the first of several during which I'm going to look closely at theatres for young people. May night, for me, symbolized the winds of change in Russia. Young professional theatre people were able to voice opinions, hopes and dreams which they thought might have had to be firmly locked away until old age and beyond. Now the young people's theatre community is hoping that the warm political atmosphere will encourage new shoots of growth. Not only at professional level - new plays, more challenging material, a much freer choice of repertoire - but also ways in which young people themselves will be asked what they want to see on their stages.

In the USSR there are 58 professional young people's theatres including two musical theatres where opera and ballet are presented. They have been a feature of Soviet culture since 1917. Some way out from the centre of Moscow is the resplendent Children's Musical Theatre created by the powerful and determined Natalia Sats. It stands across from the vast Stalinist University building on the Lenin Hills, and at arm's length from the Moscow State Circus. Roxanna, Madam Sats' daughter, says "Visual beauty is so important. Before we came here we were in an old building. The children constantly spoil it. We were fed-up. Natalia said that the children must have the highest level of beauty around them. We couldn't understand. Coming here when the theatre was ready proved her point. This is a palace, and the children love it. It makes them believe differently."

Natalia Sats received her commissions from Lunehinsky himself, Lenin's first Minister of Education. The Natalia Sats Theatre is an exquisite blend of white/grey marble and sapphire blue carpet, fairy-tale sculptures, and an aviary full of little captive birds. The repertoire is sugary and old-fashioned. It presents opera and ballet for the young, including those in their late teens, plus regular symphony concerts. Natalia Sats' father, Ilya, wrote the music for the ballet *The Blue Bird*, which is designated the theatre's leading work. In the late 1930s Madame Sats found herself in a labour camp where her belief in the power of art (like *The Blue Bird*) kept her alive.

While playing her father's tunes on the grand piano in her office, Madame Sats' daughter, Roxanna, explained to me everything in the theatre. She said that her mother, now well into her 80s, and overseeing every day-to-day decision in the theatre, has great intuition which her staff can't always understand. "Just like her vision of the beauty of this building... sometimes she'll have an idea, and we just can't see what she's getting at. It's when the idea comes to life on the stage that we see her genius. Here," she says proudly, "we don't always like the 'new'. 'New' often means simply 'fashionable'. Some people are so fond of fashion. We are looking for the solid development of art. We want to lead children to the feelings which are most important to us. We want truly to penetrate the soul. Rock music... it's just artificial. It beats down creativity."

Meanwhile, downtown at the Moscow Theatre for the Young Spectator, Hanrietta Yanovskaya is taking quite a different tack. While the theatre is playing out its old repertoire, she is building her arsenal of new productions to blast on to the scene in the coming season. Yanovskaya has recently taken over as artistic director of MTSY, and in order to keep the company at work she is forced to maintain a programme of hopelessly out-of-date plays. You can see that when the school parties fairly run away at the end of the evening, away from the theatre, away from their teachers, and away from the staid world. Yanovskaya has already sent an advance guard. Her young comrade, Nina Suhairava, has directed a lively production of Stephen Pollakoff's 1976 play *City Sugar* (called *LB* for the Soviet audience).

No Soviet young person can really understand how it could be that you can phone in to a radio station and speak, live, on a programme. The resonances of the play, however, are clear. The girl-caller into the studio because he believes that she has a fresh and honest approach to life, works well for a Moscow audience. His disappointment in her also seems familiar as the Soviet young often feel used or ignored. All in all, the Pollakoff play is a superb example of what a young person can do when he is given the chance to do it.

of music, and that children yearn for beauty too. "They are not interested in primitive music," she says. So 30,000-35,000 Moscow toddlers and teenagers a month are treated to works which Natalia Sats has designed for them over the past 65 years. Sometimes a fragile, paper-thin *Madam Butterfly* - "All people should be responsible for their deeds. He shouldn't have been so light about marriage," says the man playing Pinkerton - or Prokofiev's *Peter and the Wolf*, which Natalia Sats persuaded the composer to write, and in which she was the first narrator. Or sometimes Kipling's *Jungle Book*. Roxanna says that *Jungle Book* is contemporary and relevant. "It shows how humans ought to behave... it shows the most beautiful of human feelings." She adds that she recently saw a very traditional production of Tchaikovsky's *Eugene Onegin*, and a modern *Romeo and Juliet*, "all webs and things, symbolizing the links between the lovers and their families. I suppose... it was the *Onegin* that she felt was the most truthful, proving that the established convention is more lasting than any new-fangled ideas."

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David Sulkin is director of the Baylis Programme of English, Nuffield College, Oxford, and a frequent contributor to the *Times Educational Supplement*.

sonally cross-edited for the slow) and woven into Radio L.B.'s output. (When a brief snatch from a track of a Beatles album was played the audience erupted into applause.)

Just before curtain up on *LB* one of the teaching staff employed at the theatre (generally referred to by the actors as the "policemen") berated three little girls of about eight or nine years old. "Why are you here?" she said. "This play isn't for children of your age. You won't enjoy it and you won't understand it. It's quite unsuitable." Is there any better technique for whetting the appetite for a play or a film than being told that you'll hate it? The little girls were confused. "Our teacher brought us from school," whispered one, while the others looked at their hands in their laps. "Well," said the theatre lights, "you shouldn't be here!" Then the house lights faded, and the banks of loudspeakers burst into life. It was too late. The little girls did see the unsuitable play.

When Yanovskaya heard this story she took a big drag on her cigarette, exhaled, and smiled. "Everyone in this theatre's got to change. Some of the staff, teachers too, aren't eager for change. I have much to do. I can't build Rome in a day. The most important thing though is to run this theatre for people who want to be here. Staff and young people. We have to stop issuing tickets through the schools. Teachers don't value them, so kids don't value them. We want people to come with their kids because they've heard the show is good, and they want to see it. It's going to be a battle." When I asked if it is a battle she is going to win, she replied, "I don't start fighting if I'm not going to win."

"I don't want to decide too far in advance what I'm going to do. That's no good. I want to be passionate about my material, and I want it to be relevant." Her first production, which opened recently is an adaptation of a Bulgakov story *The Heart of the Dog*.

News of the Bulgakov had already sent shivers of excitement through the theatre-going crowd in Moscow. *The Heart of the Dog* has only recently become available. Chervinsky, the dramatist adapting the story, thinks that it's time to pay off old debts, to show young people their roots, and to help them engage with modern issues - to evaluate the wrongs of the past.

One of the staff at the MTSY said that at a recent special meeting with young people of the sort who don't normally go to the theatre, one boy said that he felt like a member of a lost generation. His grandfather had believed in the Great Patriotic War; but he had nothing to believe in. It's this feeling with which Yanovskaya wants to grapple. She wants to do it through writers like Bulgakov, Pasternak and Platonov, and to commission relevant new plays that the whole community will want to see. "A new moral atmosphere," she calls it.

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Enigmatic Jane

Jane Austen Her Life, By Park Honan.
Weidenfeld and Nicolson £16.95.
0 297 792172

The biographer of Browning and Arnold, Professor Honan, moves to a different period and a female subject with *Jane Austen: Her Life*. This study, one of his finest, assimilates the family documents which have come to light since *W and R A Austen-Leigh* published their *Life and Letters* in 1913. Jane Austen, shy woman, flirt and savage wit - "I was as civil to them as their bad breath would allow me" - emerges, perhaps, as no less enigmatic than before; but the intricate network of family and social connections which made it possible for the Austens both to cling to the coat-tails of the gentry and to regard - and use - their social connections with some pride in spite of the poverty, are disclosed in all their complexity. In particular Professor Honan relates the national and international politics, of which Jane Austen was acutely aware as a naval family, to the details of their lives as no one has done before. Jane Austen was a war-time novelist, living through American, Revolutionary and Napoleonic wars.

New material introduces an element of sadness and scandal and makes one aware how carefully the novels mediate such things. Frank, the brother who became Admiral of the Fleet, was concerned in secret operations for the East India Company involving international theft, as a young officer. The cousin, Eliza de la Harpe, possibly the illegitimate daughter of Warren Hastings, widow of a guillotined French aristocrat, scintillates here with subversive vivacity: "the most effectual mode of getting rid of temptation is to give way to it." The terrors of the French Revolution and the colonial implications of the wars intrude sharply on the novels.

Jane Austen's uneventful life is effectively described in phases of two to four years, interwoven with the vicissitudes of family and war. This enables Professor Honan to bring the giddiness of fashionable Nelson worship, the deaths of suitors from flugging and tuberculosis as much as from shot, into extraordinary relationship with social life in Bath. It also enables him to demonstrate that Jane Austen lived at a time of chaotic transition, in which an aristocratic and agrarian life was being displaced by a new bourgeois commercialism, as stable values were eroded by the wars.

This biography brings us a long way from the soothing Jane Austen Winston Churchill read as a palliative during the Second World War. However, Professor Honan reads Jane Austen as an essentially Tory writer, committed to the Tory values of "reason, dignity and moral responsibility" (page 58), redeeming the novel from Whiggish individualism and exploring the extent to which liberty is consistent with a stable class structure, a state church, a limited democracy. Yet on his own showing Jane Austen's uneasy social position and her status as a woman suggests that he could have pressed harder for a stronger element of critique in the novels. "Beneath these feelings were despair, violence and anarchy that would overthrow the complacencies... of a society that gave women fixed roles" (page 126), he writes, but does not fully pursue these implications.

As a frequently subtle analysis of the novels unfolds one wants to push the political implications much further. There are strains and contradictions in the values which the novels recognize with crystal accuracy. The estate of *Mansfield Park*, for instance, the place of ethical rectitude, is built on slave labour and the nibbled-plundered resources of sugar plantations. Fanny Price, as a dispossessed female relative, suffers a parallel exploitation.

Crossing the Line: A Year in the Land of Apartheid, By William Finnegan. Hamish Hamilton £14.95. 0 241 12339 9

A Tough Tole, By Mongane Wally Serote. Knapton Books £3.00. 0 904759 80 6

Eight Right Against Apartheid, By Michael Dinkage. Knapton Books £5.00. 0 907759 82 2

Escape from Pretoria, By Tim Jenkin. Knapton Books £10.00. 0 904759 78 4

Killer Boy, Growing out of Apartheid, By Mark Mathabane. Knapton Books £3.00. 0 330 29709 1

With increasing talk of Britain moving into apartheid in education, *Crossing the Line* is instructive. In 1980, William Finnegan, a young Californian with a primary interest in surfing and being out of the US, moved almost by chance from South Asia to South Africa. Running out of money, he picked up a job teaching in a school for students designated "coloured". Set in the barren Cape Flats - euphemistically called Grassy Park - the school was to provide Finnegan with an education. A three-month student boycott of normal classes provided some of it. He records with singular honesty the process of self-scrutiny as his liberal hopes and ideas are constantly tested against the reality of apartheid structures, pushing far higher standards for his generation. His grandfather had believed in the Revolution. His father had believed in the Great Patriotic War; but he had nothing to believe in. It's this feeling with which Yanovskaya wants to grapple. She wants to do it through writers like Bulgakov, Pasternak and Platonov, and to commission relevant new plays that the whole community will want to see. "A new moral atmosphere," she calls it.

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Killer Boy, Growing out of Apartheid, By Mark Mathabane. Knapton Books £3.00. 0 330 29709 1

BOOKS

Frontispiece from Century Hutchinson's reprint of James Austen Leigh's memoir of his aunt Jane, which has been out of print since 1926. This addition includes the cancelled chapter from *Persuasion*, Jane's letters and an introduction by Fay Weldon. £4.95

Her brother William is being trained to sustain a navy whose job it was to protect British colonial and commercial power - partly what the French were about. Where Jane Austen wrote with slyly triumphant that Frank was "made", the novels tell a rather different story.

Similarly, there is more of a quarrel in the novel between Hannah Moore's understanding of women's duties and Mary Wollstonecraft's attack on them than is ever suggested in this biography. Professor Honan is well aware that, in the present state of feminist criticism, to write the life of a woman novelist is a delicate matter. Much of the time he succeeds, and the mass of

new material in this biography will make it indispensable to Jane Austen scholars of different critical interests. But how appropriate is it to begin the biography of an extraordinary woman writer with a miniature life of her brother, the forgotten Admiral of the Fleet? Of course, this demonstrates that she knew the violent male world of war. But does this not give predominance to the violence her novels subvert and challenge? Jane Austen surely deserves to be in the start of a major biography devoted to her.

Isobel Armstrong
Isobel Armstrong is Professor of English at Southampton University.

lingo

Boobs

Time to look into the little black book again, and see what has been collected under Boobs. I mean the ones whose name is possibly derived from Spanish *bobo*, a dolt, not the other sort. John Funnus stated that Enoch Powell, for most of this century, had presented himself as the upholder of the sovereignty of Parliament but, and here he fluffed his punctuation: "He abandoned that today ABJECTIVE-ly." Gerry, now Lord Pitt, said that foreigners were going to make a BOMBHELL out of selling royal T-shirts.

Two speakers tried to reuse themselves, realizing that they had lapses. One was the late David Pugh, and it is no disrespect to quote such a jolly man. He was speaking of nuclear waste on *Any Questions*, and referred to his "VERIFICATION" - no, that's not the right word - GLASSIFICATION. Ooops. The other was André Previn: "The Government is DISINTERESTED (slight pause), both interested and disinterested in the arts". There was a man trying to have it both ways, and having it neither.

Someone whose name I missed said that he "would feel CONSTRAINED to argue with Tutu, because he is on the spot." Maybe the name was Malaprop. Richard Needham MP, slightly impaired his image as a good guy when he said: "I can understand the INFURIACTION of some people...". A gardening expert told Rodio 4 listeners: "Peat is sterile, whereas in leaf mould, as the name implies, you get all sorts of mouldy little stalks." Sorry, but there are three entirely unconnected "moulds" - earth, fungi, and the things you make jellies in.

But the one that made me laugh out loud was produced by an exhibition organizer complaining how someone had spoiled the exhibition by being organizing: "People will go BE-RECK. And he said it twice. And I have it on tape. And I listen to it when I'm in bed." W.S. Brownlie

Seventeen
years on

Nin-year-olds Grow Up: A Follow-up Study of Schoolchildren. By Sheila Mitchell. Tavistock £20.00. 0 422 78970 4

In 1961 the parents and teachers of 600 Buckinghamshire nine-year-olds were canvassed surveyed on matters to do with their children's health, attainments, family background and behaviour at home and school. More recently Sheila Mitchell, Senior Research Fellow at the University of Stirling, decided to follow up these same children, now aged 26. One particular interest here lay in spotting ways in which findings from the past might sometimes have predicted behaviour in the future; something of particular interest for those forever warning children what may or may not happen if they persist in carrying on in a certain manner. Unfortunately the end results are disappointingly sketchy, with individuals reduced to little more than statistics yielding only the barest and broadest of generalizations.

This is more a criticism of social survey techniques than anything else. Attempts to humanize them in the past have led to gifted writers like the sorely missed Brian Jackson taking a more personal stance through focusing on particular individuals in a survey, writing them up until they actually possessed a human voice and face. This is an approach Sheila Mitchell will have none of, and while she can properly insist her results are free from subjective bias, they are also singularly unenlightening. Despite determined efforts a number of adult respondents still refused to co-operate with her, and even among those who did there is always a question mark over some of their replies, especially from persons living so far away they had to be approached through postal questionnaires rather than by proper interviews. Quizzes about possible psychiatric problems or subsequent criminal behaviour remain particularly open to slanted answers, and questions over wider issues such as whether respondents had ever felt tempted to take their own lives seem altogether too large to lend themselves to the type of impersonal, coded analysis used here, given the way various individuals can interpret such major issues so very differently.

Even so, there are a number of interesting findings to be dug out from the book's stiff prose and masses of statistical tables. Some are predictable, such as discovering that female pupils lose out at every step of the way from secondary school selection up to adult career prospects. More surprising was the revelation that children once described as "highly strung" did not seem more nervous than anyone else when in their twenties. Boys who cried a lot or else suffered from frequent nightmares had a greater chance of visiting hospital as adults, though girls once described as persistent complainers were the least likely of all to go near a hospital later on. As for bad behaviour either at home or at school, this appears to have little effect on later scholastic success, at least so far as above-average pupils were concerned. Nor does there seem any necessary connection between childhood problems and subsequent poor working records.

The majority of those in this survey seem quite satisfied with what they are getting out of life, even those women unfashionably stuck at home with small families. But as the author points out in her concluding pages, conditions in the prosperous South East are a different matter from those experienced by a comparable group originating from Liverpool or Glasgow. Only a handful of respondents have mentioned redundancy or unemployment, with most not only secure in a job but enjoying it too. So if it is difficult to generalize much from this study, it does still offer an interesting glimpse of a group more privileged now than anyone could possibly have guessed when first surveyed only 17 years ago.

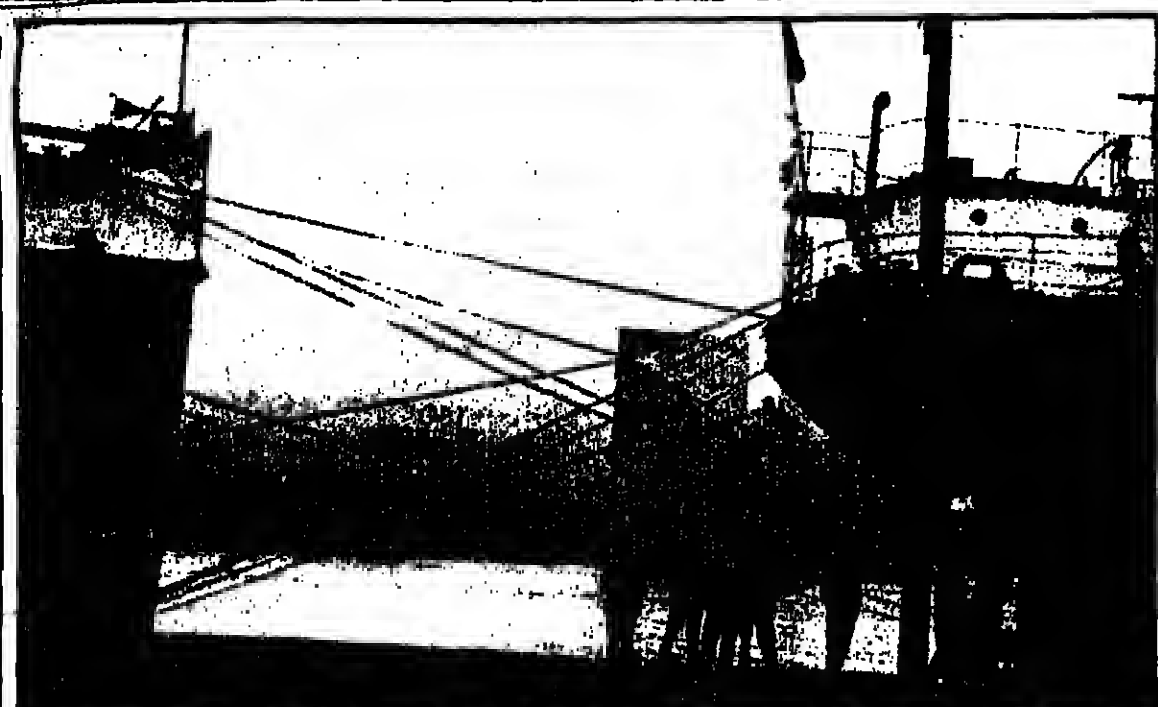
Nicholas Tucker
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BOOKS



Unemployed men on Tyneside in 1936, from a collection of the documentary photographs of Humphrey Spender, taken for the Daily Mirror, Picture Post and the War Office. Much of the subject matter is grim (the Jarrow marchers, children in the Gorbals and poverty-stricken Whitechapel interiors), but the photographs seem to avoid exploitation. Chatta & Windus, £12.95.

How to cope with a crisis

Clare Roskill reviews some studies of social work

When Disaster Strikes. By Beverley Raphael.

Hutchinson £19.95. 0 09 165470 X. Social Work with Black Children and their Families. Edited by Sharma Ahmed, Juliet Cheetham and John Small.

Batsford £8.95. 0 7134 4888 1. **Effective Groupwork.** By Michael Preston-Shoot.

Macmillan £15. 0 333 40987 6. £5.95. 40088 4. **Care in North Battersea.** By Peter Beresford, John Kemmels, Jane Tunstall.

Sociology Department, University of Surrey, Guildford, Surrey. £5.95. **Whose Welfare? Private Care or Public Services?** By Peter Beresford and Suzy Croft.

Lewis Cohen Urban Studies, Brighton Polytechnic, 68 Grand Parade, Brighton BN2 2LY £6.95. 0 94892 00X.

Of these books, *When Disaster Strikes* is the one most obviously addressed to a broad audience. While I read it with thoughts of the Zeebrugge Ferry, Hungerford and last week's great world-wide illustrations, not least from the bush fires and cyclones of Australia, where its author is a professor of psychology. It also reminded me of the night I spent sleeping under a London borough town clerk's desk as part of a flood emergency team. Professor Raphael would have been right to be horrified by the amateurism of the emergency plans which in those not so far off pre-Thames barrier days, included, (somehow) commandeering the boats from Battersea Park to bring unidentified old ladies from rooftops to the "shoreline" (flood-speak).

There is now much more professional knowledge available and this book draws together what is known from those primary and secondary sources. We are reminded by droughts and Aids that not all disasters are unforeseen and Professor Raphael urges the caring professions to co-ordinate with rescue services before a disaster strikes. For this reason alone the book should be on the shelves of all those who may be called on to manage a disaster.

This book includes a most useful consideration of appropriate psycho-social help not only for victims but also for helpers. I found the concentration on psychological de-briefing of helpers, at the conclusion of a main disaster effort, over-simplified. Nevertheless, the consideration of the motives and needs of helpers is very welcome and clearly there is work available for aspiring disaster consultants, who should have their passports permanently at the ready.

Social Work with Black Children and their Families is addressed to the situation here in Britain. It is divided into four sections, concentrating respectively on under-fives; children in

care; work with Asian women and children; and work with young offenders. The book emphasises the strengths of black families, especially in Samar Sheikh's chapter on an Asian mothers' self-help group. I would have liked more contributions from "non-professionals". This is very much a book to be used according to readers' own interests and previous knowledge. I found Jocelyn Maximé's chapter on helping black children develop positive self-images particularly useful. Mike Mennell's contribution from Bradford on how to use child-care reviews for helping children with their racial and cultural needs is very stimulating and challenging, not only for social workers but for psychologists, teachers, doctors - whoever may be invited to such reviews.

Michael Preston-Shoot's *Effective Group Work* is the most practical and down-to-earth primer on group work I have read. It tells you exactly how to plan and prepare for a group, as well as providing a legend's outline of group work theory and processes. It emphasizes the need to arrange proper supervision, though I was surprised it overlooked the possibility of shared supervision with leaders from other groups. The book's individuality stands on its examination of co-leadership, an issue insufficiently considered in some other basic group work books. It should be used as a starting point for all new group workers. Let no one henceforth even plan a group till they have read this short, sharp, addition to the BASW Practical Social Work series.

Care in North Battersea is an unusual example of research initiated and partly carried out by social services area office staff. The social workers were concerned at the high number of children in care in their area - 1 in 40 in 1978. The research group included social administration lecturers and students and a local community research worker. The study does not read altogether easily. The findings from 1978 are accompanied by an account of developments in service delivery up to 1984. The important 1984 data is, however, in the appendix. Some changes, such as the increased percentage of black and mixed race children, and the increase in those in care for longer than five years, are insufficiently discussed from an area perspective. The third section of the book is a critical perspective by the frustrated community research worker. Some important statistics for children coming into care fail to tally between text and appendix.

Nevertheless, largely it seems (it will remain unprovable) due to enormous efforts by the social work staff in the face of many families, facing a huge increase in deprivation (no thanks to central and local Conservative policies) the average number of children in care decreased from 238 (1978) to 129 (1985). Parts of north Battersea have

become established Yuppies-land since this study started. A Conservative MP was elected this year. I am left wondering just how the most disadvantaged - especially those with children not in care - are managing now. What is enabling them to cope against the odds? Or will disaster strike?

Whose Welfare? Private Care or Public Services? by Peter Beresford, the community research worker mentioned above - considerably less frustrated here - and Suzy Croft. The subtitle is confusing since the main thrust of the book is citizen versus professional decision-making. The pros and cons of public services versus those provided voluntarily - largely by women - and commercially, is an important, but as I read it, less central theme. This criticism apart, I found this a beautifully constructed and clearly written book. It should be widely read as an example of jargon-free social science. Its starting point is a study of the Hanover "patch" of Brighton, part of East Sussex Social Services. A hundred residents were interviewed and discussions took place with various groups. The authors move smoothly to a consideration of the broad issues around "patch" and community social work.

There is material here for a dozen seminars. Can paid care be as informal and loving as unpaid care? How influential are the new networks such as health, gay and peace groups? Should there be a major change around in social service functions - some given to other departments in exchange for others? Why are citizens so often denied social services self-management yet encouraged to provide self-help? Questions are relentlessly raised by these two researchers with their gift for digging up the unpleasant truth. One almost ends up feeling sorry for the local director of social services, who, in the midst of Beresford and Croft's unsuccessful search for evidence of citizen consultation, is stating "An important voice in any system of evaluation should be that of the service user".

The book ends with an eight-point guide to citizen involvement. I was left full of admiration for these speakers after the truth, yet wondering about the old chestnut of where statutory work fits in. After all there were only three full-time social workers for Hanover patch. Patch work, most certainly, cannot provide the adequate income, housing, childcare, social life and other services that the citizens of Hanover want. That can probably only be provided - if at all - through the citizens of this country using the ballot box. Meanwhile we need to remind our authors of their own third point to citizen involvement - modest aspirations.

Clare Roskill is a lecturer in social work at South Bank Polytechnic.

Bilingually speaking

Raising Children Bilingually: the Pre-school Years. By Lenore Arnborg. Multilingual Matters £6.95. 0 905028 70 8.

In the foreword to *Raising Children Bilingually: The Pre-school Years*, Professor Joshua Fishman comments: "It may not have been written especially for them, but as with most other books of this wonderful little book, I kept thinking that it was written especially for the particular bilingual children who are closest to my heart."

This is indeed the perfect gift for a family who has decided - or is still contemplating whether - to raise their children bilingually. Lenore Arnborg's approach to the subject is one that offers reassurance as well as guidance. She is, as an immigrant to Sweden from the United States, personally aware of the issues involved, and, as a lecturer and researcher in early childhood bilingualism, she has recognized the need to inform and encourage parents who are attempting to enrich their children's lives.

What is particularly impressive about Arnborg's style is that she presents the theory and research investigations into bilingualism in a clear and non-technical manner. This makes the book immensely readable. Arnborg confronts all those worries that parents and teachers must have (how bilingualism may affect a child's development, what level of proficiency can be reached in the minority language...) by calm and careful explanations of such areas as language learning and linguistic development. She offers arguments, for instance, both in favour of and against "one language first" and similar discussions on strategies parents might adopt; both parents interacting both languages or each using one only.

But, while she leaves readers to

make their own decisions, a constant theme is the importance of support while raising children bilingually. Arnborg includes case studies of family experiences on which she offers sympathetic comments, and two lively down-to-earth chapters explore practical suggestions for positive reinforcement.

Thus this book may have been written for parents, but playgroup leaders, nursery and primary school-teachers will find it invaluable to clarify and deepen their knowledge of the process and problems of being bilingual, to glean ideas for stimulating language growth, and especially to enhance the endeavours of bilingual families around them.

Traditionally, it has been the middle-class family who has striven to nurture bilingualism in their offspring. Arnborg articulates the special needs of children growing up in immigrant families, who see no reason for cultivating their own, now minority, language in the next generation.

It is surely time that the British education system caught up with its counterparts in countries like Sweden, where tuition in subjects is legally obligatory in the home language until the pupil's Swedish is good enough. Sadly, in Britain, too many people who know only English see the ability to speak another language as a problem, even one requiring sympathy. In fact, some 70 per cent of the world are proud to be bilingual. Millions of people were exposed to two or more languages at a tender age and the pre-school years are of course a crucial stage for children to become fluent.

Here is a compassionate book, dedicated to that goal. Now we need an equally positive book, entitled "Raising Children Bilingually: The School Years".

Alison Leake

A taste of the East

A Teacher's Guide to South Asian Literature. By John Welch. The London Borough of Waltham Forest Multicultural Development Service. £3 plus 35p postage. 0 901974 24 2.

John Welch's booklet is a teacher's-eye view of the area and a guide for complete beginners. As such it has been sensibly structured and unassuming.

There are brief introductory notes on the region's linguistic, cultural and literary background. The author covers the classical Sanskrit heritage up to modern times, emphasising cultural and religious diversity (Hindus, Parsis, Muslims, Jews), yet oddly fails to mention Buddhism.

The main weight of the booklet deals with the 20th century under the headings of fiction, short stories, autobiography, poetry and children's fiction, as a series of reviews. These give brief comments on synopses, perspective, style and so on and are tasteful for prospective readers. (They average 20 lines.) An attempt has been made to select widely, but male writers predominate (three reviews each for R K Narayan, Raja Rao and Mulk Anand,

none for Anita Desai).

The booklet is not a short cut to introducing South Asian literature into school syllabuses, although that is its long-term aim. It seeks to persuade us, the teachers, that the books are to be enjoyed and appreciated for their own sake, and that "if we teach literature, we must be readers ourselves first and foremost". Indeed, many of the books reviewed are unsuitable for secondary pupils as whole texts, but I can confirm their value to adults.

There is no question that creative fiction offers an entry into psychological realms unattainable in objective writing. In the case of former colonies with a well-written body of Anglo-centric literature, it is crucial to hear the other side. E M Forster cannot let us know what it feels like to be an Indian in the way that R K Narayan does. Without "filling in the spaces" of colonial literature, we will simply misunderstand other cultures.

The booklet gives studies of how some texts have been used in schools (not always successfully), and ends with a list of useful resources and addresses. The guide is the result of a year's secondment, and every English department would benefit from having a copy.

David Walton

PAPER BACKS

Contraception, A Practical and Political Guide. By Rose Shapiro. (Virago £4.50. 0 86068 657 4). Contraception became popular during the World War when they were distributed to young soldiers to prevent the spread of disease. Seventy years on, after the Government's safe sex campaign, the condom is enjoying a revival. After such widespread publicity, it's refreshing to be reminded that this is only one of many forms of contraception. Shapiro's approach, the book encourages the use of fertility awareness and barrier methods in preference to the now controversial

Pill. With facts on the abortion laws and a review of the whole birth control movement, this is an excellent handbook especially for younger, less experienced women.

Natural Parenting by Peter and Fiona Walker (Bloomsbury £6.95. 0 7475 0020 7). Written primarily with fathers in mind, *Natural Parenting* has as its philosophy the shared experience of pregnancy and early childhood. Prospective fathers are encouraged to massage their partners, assist with ante-natal exercises and develop an understanding of the pregnant woman's emotions. Much emphasis is also placed on physical fitness. There are suggestions for yoga-based exercises for parents and fun soft gymnastic sessions and jungle games for babies and small children.

Eleanor Caldwell

CHILDREN'S LITERATURE

Looking at children's literature from an international perspective is a sure-fire way of coming face-to-face with the impenetrability of cultural differences. At the 8th Conference of the International Research Society for Children's Literature in Cologne at the end of September, it was very evident that such differences even among researchers, went further than mere choice of theme for investigation; they were also deeply embedded in the ways scholars tackled their subjects. That old standby, "a survey of the literature" still finds adventures in same countries, while long since jettisoned in favour of in-depth analysis by others.

The European love affair with *Robinsonades* was well in the fore; no fewer than five papers dealt in various aspects of national Crusoe adaptations and surrogates. This fascination for hero figures was, however, one of those rare common elements in a programme which, while attempting to stick to the unifying theme of the grey area between "Books for children - books for adults", rather underlined the huge ranges in national literatures for children. Theodor Bräggerman's "Ancient mythology and its reception in literature for children and young adults" and Dagmar Gren's "ET A Halfman as narrator for children and adults" represented aspects of a tradition quite different from our own, for example.

It was good therefore to see Rhonda Dunbar and Reinhart Tübbert attempting to bridge such gaps with some collaborative work that compared and contrasted Australian and German children's responses to Rudolph Steiner's *Atlantis*. Quod tu, that Ann Thwait's analysis of Frances Hodgson Burnett and A A Milne was so well received, especially since so many speakers used English children's books as reference points. Not so *Atlantis* was the singular lack of UK research input in this major conference. Where was everyone?

Margaret Kinnell

Teller of tales

With the death of Roger Lancelyn Green on 8 October, children's literature lost a pioneering researcher and an eloquent advocate. During his prolific career as a writer he helped elevate the study of children's books and their authors to one considered worthy of serious study and critical attention.

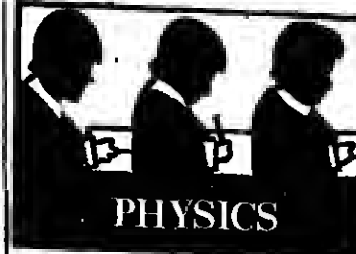
Green's childhood, while marred by illness, was blessed by books. He read avidly and widely: myths, legends and fairy tales, Greek drama and the plays of Shakespeare, the romances of Rider Haggard and R L Stevenson and the Tarzan stories. Out of this reading were later to come his many anthologies and classic retellings such as *The Adventures of Robin Hood*, *King Arthur and his Knights of the Round Table*, *The Saga of Asgard*, *Myths from Many Lands* and *Heroes of Greece and Troy*.

At Merton College, Oxford, Green began a study of an earlier student, Andrew Lang, who was to become the subject of his first biography in 1946. The same year saw the publication of *Teller of Tales*, which established his reputation as an authority on the literature of childhood.

Later books included biographies and critiques of A E W Mason, Rudyard Kipling, Mrs Molesworth, J M Barrie, C S Lewis, Arthur Conan Doyle and Lewis Carroll, whose illustrations he also edited. He was additionally a poet and the author of several fine children's novels, among them *The Wonderful Stranger*, *The Luck of the Lymns*, *The Secret of Rusticoke*, *The Land of the Lord High Tiger* and a tale from Greek history retold as a thriller, *Mystery at Mycenae*.

For several generations of children, however, he will be best remembered as an enthusiastic guide to what he called "the lands of enchantment from which we return to the world as it is, through the deserts and people of this everyday world in which we dwell for a season."

Brian Sibley



PHYSICS

The Magic of Physics. By Richard Wechs. Macmillan £3.50. 0 333 44278 4. Questions & Answers: A Level Physics. By C Boyle. Checkmate/Arnold £3.95. 0 946973 46 6.

Physics of Materials for A level students. By Brian Cooke and David Sang. The University of Leeds £3.00. 0 904421 15 5. **Understanding Physics for Advanced Level.** By Jim Breithaupt. Hutchinson £11.95. 0 09 164581 6.

The Magic of Physics or, Can you pull a rabbit out of a black hole?, easily stands out as the most flamboyant of these titles, and its style is as colourful as its cover. Aimed at A level and beyond, it claims to be "an amusing and ingenious look at the central concepts and issues in physics". It is written as a play in the style of *Alfred in Wonderland*, and includes Alice, a caterpillar and Mr Carroll as characters, and must have given Richard Wechs hours of amusement in thinking up the names of the rest of the cast, such as Professor Schroedinger, Dr Polly Murr and Captain Max Well. If you keep up with the pace for 150 pages it provides both a thumb-nail sketch of modern physics and a problem-solving exercise in unravelling scientists' names. However, only the most well read and enthusiastic sixth formers are likely to grasp the implications of the physics, and the enjoyment level will depend on the reader's sense of humour.

In contrast *A Level Physics Questions and Answers* is straightforward and traditional. It provides a selection of questions of the multiple choice, short answer and long answer type, and provides model answers for all the questions. In some ways an admirable book for the less confident student or those having to work on their own, but they encourage students to think there is only one correct way to approach the problem. Also, some of the questions appear to be rather simple and seem to rely on recall rather than understanding. Indicating perhaps that the book would be most useful for the end of the first year of the course.



CHEMISTRY

Chemistry Made Clear. (GCSE Revision) By R Ingham and P Ingram. Oxford £3.95. 0 19 914267 7.

Chemistry for GCSE. By E N Ramsden. Basil Blackwell £5.95. 0 631 900 470. **Practical Chemistry for GCSE.** By E N Ramsden. Basil Blackwell £22.50. 0 631 900586.

In *Chemistry Made Clear*, the authors have produced one of the few chemistry textbooks that could be used with pupils across the ability range. The reading age has been kept to about 12½ and its double-page spread approach means that all pupils should be able to read and understand each section without losing motivation. Simple questions at the end of each section will help reinforce reading for understanding. However, very clever pupils will need more stretching fare - but if all the contents of this book were effectively known a student could get the highest grade.

The structure of the book is clear, with 13 major sections dealing with physical, inorganic and carbon chemistry in a coherent way. At the end of each section are two pages of longer structural questions that would make excellent homework. (Although these do not appear to be actual past examination questions they correspond closely to the structured questions found in the examination.) The text, although brief, is clear and to the point, and most pupils will find it easy to understand. Because of its brevity it would be useful to pupils as a revision aid if their notes were not complete.

I have only one reservation - the introduction states: "Science is about asking questions. You can ask questions about anything - you ask scientific questions when you are reasonably sure that the answers you get can be trusted". This statement could make an excellent debating point for sixth form science students.

Chemistry Made Clear is well laid out with black and white photographs. It is not very large, but at £3.95 it is excellent value and is certainly a book to consider seriously.

BOOKS IN CLASS



Infra-red photograph of a human face with sunglasses; the world about us would appear very different if the eye could detect radiation outside the visible spectrum. An illustration from Understanding Physics for Advanced Level.

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Of all the books, *Physics of Materials* must qualify as the best value. For £3.00 it provides all that is needed for the common core in terms of a variety of properties of materials, as well as being an independent learning test capable of satisfying the requirements of the option courses that appear in some syllabuses. Incorporated in the text are suggestions for experiments and a clear indication of what background knowledge is expected for each section. There are questions at regular intervals that test understanding of the text followed by ideas on how to arrive at, or organize, an answer, and six case studies, in which practical applications are introduced such as designing a cantilever bridge, and optical fibre communications. I have two minor reservations about the book, one being

the danger of spending too much time on this part of the course if we not an option of fixed duration, the other the frustration of finding no index. However, I am sure that many teachers will find this a valuable addition to the information given in standard textbooks.

At first glance it is hard to see what *Understanding Physics* adds to the already well-populated A level textbook market, especially with the current debate on the future of A levels. Comparing it with existing books puts it on the slightly more traditional side in terms of content, but with a format that includes cartoons to get the message across. It aims to cover all the common core material plus other topics included by the majority of examination boards. The space devoted to electronics, energy resources and modern particle physics means that some of the work is covered in less depth than usual which could leave the more able students dissatisfied, but might prove realistic for future A level revisions. The most outstanding features are the extensive range of questions, the section at the beginning on the world of physics (which includes career guidance), hints on making and using notes and how to set about understanding the subject, and the chapters at the end on essential mathematics, data analysis, laboratory and communication skills.

It is often, mistakenly, taken for granted that students are familiar with these ideas, so it is encouraging to see a book that acknowledges the problems and tries to alleviate them. Though it is surprising after such care has been devoted to helping with communication and presentation to find an index that requires either perfect vision or a magnifying glass, when another few pages for the index would have been a most worthwhile addition to a book that many will find an attractive alternative to those already available.

Susan Ross

well before reading it easily. Some sections are asterisked to indicate that these are for pupils aiming at higher grades but I do not agree with the author's distinction. I believe a knowledge of how electrons are arranged is essential for the understanding of bonding, valency etc, and all pupils do need to know how to write formulae, in give but two examples.

This book would be useful in the chemistry library or for very able pupils. However, I am less sure of the value of its companion volume, *Practical Chemistry for GCSE*.

A book on experimental work suitable for GCSE is badly needed by teachers. This new course places an increased emphasis on practical work at a significantly different kind. Students will be assessed on their ability to devise and perform experiments as well as on their technique. The new practical examination is also very different from the old CSE practical and teachers need to familiarise their pupils with these demands.

Sadly, *Practical Chemistry for GCSE* will be of little use to chemistry teachers. On the back cover is the legend that this book will help pupils towards an investigative approach to science. This is quite untrue. Within the book are over 100 recipes for experiments almost all of which could be found in textbooks published well over 10 years ago. The intellectual activity of pupils is restricted to some cursory questions on the interpretation of the results of the recipe. Wherefore now, Nuffield?

It might be useful for some of the set practical assessments where straightforward technique is being tested, but there are many other books that would be better.

Lesley Bulman

Further science reviews in this week's Extra, pages 39-46

THE TIMES ATLAS OF THE BIBLE

The complete history and archaeology of the lands, events and people of the Bible in full colour.

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THE TIMES BOOKS

Atlantic crossing

Meridian 3. By Jeremy Harmer and Steve Elsworth. Longman £3.50. 0 582 57973 2. Coast to Coast 1 and 2. By Jeremy Harmer and Harold Sarginson. Longman £4.20 each. 0 582 90728 4 and 582 90729 2.

Meridian 3 is the final part of a three-stage English course for adults. The mix is very much as before, with a grammatical focus to each of the 18 units, backed up by skills practice in the student's book and plenty of communication tasks and games in the activity book. The whole course takes learners from false beginner to intermediate level. The authentic listening material includes a speech by Princess Anne on the activities of the Save the Children Fund, as well as interviews with the International President of Mensa, a robotics expert, and a curator at London's Tate Gallery - a welcome change from the usual humdrum listening passages in general English course books. Each unit has a useful Spotcheck section, which presents a point of grammar, usage or punctuation and provides controlled practice. There are also regular Verb Plus slots to teach phrasal verbs. *Meridian 3* seems to be targeted at an older age group than the first two books in the series. There are no irritating cartoon characters and the topics are more relevant to adult students.

The United States is traditionally

viewed as a predominantly ESL market. But the numbers of students travelling to the US specifically for short-term language courses are increasing all the time. Affluent Europeans, as well as the Japanese and Latin Americans, are more likely these days to choose a language school in Berkeley than Bournemouth. UK publishers are beginning to realize that there is a lack of good American English EFL coursebooks. *Coast to Coast 1* and *2* are adaptations of the first two *Meridian* books and are aimed at exactly this new market.

Coast to Coast 1 is set in California. The cartoon story in *Meridian 1* has been reworked around a baseball player with the San Francisco Seals. In *Coast to Coast 2* the scene shifts to London, where the leading characters work for Quest, a commercial photography service. Apart from the main story line in each unit, there are relatively few changes. Reading passages focus on various aspects of the American way of life and the language work has been carefully adapted to bring out the salient features of American English. The format has been slightly altered by including the interaction exercises in the back of the student book. There is a separate workbook for grammar and writing practice. Teachers of British English may find *Coast to Coast* useful as a supplementary source of American English listening and reading material at elementary level.

Graham White

First and foremost

First Certificate Horizons. By Simon Greenall and Judy Gorton-Sprenger. Heinemann Educational £4.25. 435 28518 1.

Despite the development of some excellent communication-based EFL examinations from ARELS, Oxford and the RSA in recent years, Cambridge still reigns supreme. The First Certificate and Proficiency examinations continue to be widely regarded as universal benchmarks of achievement and ability in English. Small wonder, then, that such a powerful examination exerts a strong backwash effect on teaching materials, methods and priorities. There is already a wide range of First Certificate preparation courses, but now the backwash threatens to engulf lower level students as well.

First Certificate Horizons is aimed at students who are not yet ready for the intensive exam-oriented work in preparation courses such as the authors' own *Successful On Course for First Certificate*.

The approach is skills-based, with back-up structure reviews and vocabulary work. The reading and listening passages are deliberately challenging, the tasks are kept simple and students are helped to deduce meaning from

context. Writing tasks reflect the kind of questions set in the First Certificate. Composition paper, essays, letters and descriptions. Clear models are given throughout. Lack of vocabulary is a common problem for First Certificate candidates. Here students are trained to note down useful vocabulary, derive nouns and adjectives from verbs, and deduce from context the grammatical function of new words.

The topics are predictable, but then so is the examination. The authors have tried to find new angles (eg a behind-the-scenes look at BBC News production, standards of living in Eastern Europe) to provide interesting material for speaking practice. Layout is clear and there are plenty of good colour photographs to liven up the presentation.

I am not convinced that students at intermediate level should be working on material so closely related to the First Certificate examination. Where will it end? First Certificate preparation courses for beginners? Ideally, students should be gaining a wider experience of English, before homing in on the specific techniques required for the examination. Nevertheless, this book would be useful for a class of weaker students who want to feel that they are making progress towards the examination.

GW



Tony Hudson's illustrations accompany the story of *The Wells of Pandi Warr*, the second of three books in the Focus Reading series by J Milne and S Andrews. Each book has been graded to conform with beginner, elementary and intermediate levels of the Heinemann Guided Readers series (£2.95 each).

Finding favour

Using Literature in Language Teaching. By Jennifer Hill. Macmillan £3.50. 0 333 42389 5. **A Course to English Language and Literature.** By Bernard Lott. Edward Arnold. Student's Book £4.75. 0 7131 8268 7. Tutor's Book £3.95. 0 7131 8428 0.

After falling out of favour for some time, literature is again recognized by many as an important element in the teaching of EFL. The Cambridge Proficiency examination acknowledges this by including prescribed texts as optional composition subjects in Paper 2. Jennifer Hill, while appreciating the linguistic and cultural difficulties that the study of literature presents, rightly maintains that it "should contribute both to the development of the student as an individual and to his or her command of the language".

She gives advice, with examples, on the selection of texts and on organizing work on literature in the classroom, including such supplementary activities as role play, games, watching and planning films and discussion of subjects raised in the texts. Her approach is traditional, with only a cursory reference to structuralist criticism and no allusions to recent developments in narrative analysis. Content, character, structure, style and purpose, and figurative language (particularly in poetry) are discussed, with some expected illustrations (*Lord of the Flies* inevitably appears) but some enterprising examples as well (poems by William Carlos Williams and John Crowe Ransom are excellent choices). Teachers will learn much from this book with its emphasis on

thorough preparation and careful methods, although it must be remembered that their own enthusiasm for literature is what counts. As Jennifer Hill reminds us, they "must first help the students enjoy what they read".

Bernard Lott also seeks to meet the requirement to integrate language and literature in his book for students preparing for "degree, advanced certificate and diploma in English". Each of the 20 units consists of extracts from a literary text, accompanied by commentaries and exercises in comprehension, composition and language study.

His first aim is to introduce students to some of the finest literature. The texts, arranged in order of difficulty, cover 300 years from Pops to Beckett and include prose fiction, poetry and drama. Dr Lott's second aim is to use the texts as bases for particular linguistic practice, as each has in the foreground certain grammatical, syntactical or lexical features. Work on forming questions is derived, for example, from Wole Soyinka's *The Swamp Dwellers* and on the first conditional and clause relationships from Kipling's *If*. The danger of exploiting the texts only as exercises in language can be avoided by the teacher's full use of the interpretative activities. This course fills a long-felt need for a serious, well-constructed book that will inform and stimulate advanced EFL students.

Donald Hawes

Donald Hawes is a visiting lecturer at the Polytechnic of Central London, and Open University tutor.

Acting up

Drama Activities for Language Learning. By John Dougill. Macmillan £3.50. 0 333 39215 9. **Stage by Stage.** By John Dougill and Liz Doherty. Hodder and Stoughton Educational. Student's Book £3.50. 0 340 37244 3. Teacher's Book £3.00. 0 340 37225 7. Cassette £7.00. 0 340 37226 5.

John Dougill's *Drama Activities* exemplifies the communicative approach to EFL, which (as he says) "has led to a decentered classroom, group work and students' active participation. His advice and suggestions are systematic, beginning with a theoretical justification for drama activities, noting among their advantages the need to confront unpredictability in the use of language and the help they give in bridging the gap between the "controlled world" of the classroom and the world outside.

Careful instruction follows concerning the introduction and integration of drama into the language classroom and syllabus and the conduct of drama-based lessons with and without scripts. His warning that students' ages, needs and abilities must be taken into account should be observed, since some of the activities he recommends could be seen as childish and embarrassing (for example, students pretending to be blind or miming "a burglary that goes wrong"). But others animate and reinforce linguistic practice in widely-used EFL textbooks. Interrogative forms, tenses and phrasal verbs can be practised in realistic contexts and vocabulary extended and memorized.

It is good to see that Dougill emphasizes the need for evaluation afterwards. His bibliography is comprehensive and up-to-date, although a clearer reference to Dorothy Heathcote's writings would be helpful, as he cites them a number of times.

With Liz Doherty, John Dougill has also written *Stage by Stage*, which consists of 10 units of drama activities for intermediate students. The sketches reflect, perhaps unwittingly, several typically English interests and institutions: crime, marriage bureaux, do-it-yourself and package holidays. Their occasional facetiousness may baffle or irritate some students. But the suggestions in the teacher's book are detailed and sensible.

Each unit has four parts: preliminary language work, including vocabulary extension and practising of phrases and formulae of expression; mime, role-play and dialogue; an unfinished script, which students have to complete; and pictures, passages, questions and so on to stimulate further creative activity. So there is plenty of material here, which the authors indicate can be used flexibly to combine acting of an elementary kind, comprehension and discussion. Though they believe that drama activity is beneficial, they also say that the book can be used simply for language practice. Teachers of young students will find the book and its cassette a lively resource for encouraging competence in communication.

DH

Confidence tricks

Ann FitzGerald reports on a language-learning project in Birmingham

A large, sunny room, its windows looking out on to a walled garden full of giant sunflowers, was a welcoming sight for the class of four and five-year-olds when they arrived at St Paul's Venture Centre to take part in the first session of a four-part language-learning project devised by Steve Ball of Language Alive. This "TIE-teaching" resource is based at, and funded by, St Paul's Community Project Ltd in Unisall Heath, Birmingham, serving 15 infant and junior schools. Eighty per cent of the residents in this inner city area are of Asian origin and the majority of children begin their schooling in a language which is not their mother tongue and is often not spoken at home among their families.

At the special request of local teachers this term's Language Alive programme is based on the Link-Up reading scheme, so the characters, places and situations which the children meet in these books form the basis for all four playlets and follow-up activities of the four-week project.

The 45-minute "Lesson" at St Paul's was an introduction to places featured in the first reading books. Brightly-coloured backdrops depicted the areas of the hall: school, park, paper shop, baker's shop, and the characters of the dustbin collector, the paper shop lady and the baker's assistant helped the children to name different objects in the painted scenes. Question and answer dialogue followed, with emphasis on repetition of a few words and phrases. Each character then worked with a small group of children, turning out a jumble collection of cards containing the pictures and names of objects already defined, and placing them in the right area. A few mistakes were put right and everyone gathered for a song about the places they'd visited. A teacher's pack suggests preparation work for part two of the programme which takes place in school the following week, focusing on letters, postcards and the postman.

The philosophy of Language Alive is to encourage young children to listen to and practise language in a carefully chosen context in which dramatized situations provide the motivation for them to stretch their linguistic skills and build confidence. And it seems to work. Teachers frequently comment on how reserved, silent children suddenly begin to speak and how the characters and situations act as a catalyst for enthusiastic work in class. Projects for upper infants and juniors broaden into issues of social concern, like the problem of bullying which is to be the theme of a programme for juniors later this term. "But the emphasis of all our work is on the language content", says Steve Ball, "and all our programmes are structured to use and develop the children's existing language ability at each level."

Language Alive plays often have key words, or important lines, spoken in Punjabi, Bengali or Urdu as well as English, and children are encouraged to use their mother tongue in improvisations which the plays set up. "I believe it's important that the children's own first language should have educational status too, and not be seen as unacceptable for use in school", says Steve Ball. A 15-minute video, and a set of 12 photocards which accompany the Link-Up programme have every sentence in English and Punjabi so that the children have language and picture references to help them in learning the English words and phrases which they meet in the readers.

The video, made by members of St Paul's Community Project staff, takes the first four Link-Up books and transposes their text and pictures into pictures and people in the local area. "A big police car and a big policeman" is quite recognizably one of the local bobbies on the beat, and the streets, shops, buses and houses are all familiar scenes from Balsall Heath, bringing school and home close together.

The Link-Up reading scheme is published by Heinemann Educational, and the teaching materials referred to have been produced by kind permission of the publishers.

Bilingual skills

This is the third year in which the Institute of Linguists is offering its Bilingual Skills Certificate. Aimed at those who wish to work with public service agencies dealing with those for whom English is a second language, the course will bring these qualifications up to approximately a level standard in the community language chosen.

The six months to a year Certificate course grew out of the experience of those running the Institute's Community Interpreters' Course. It became clear that there was a specific need for people who could translate and interpret the daily interactions of statutory bodies like the police, local authorities, schools and the health service, with members of different ethnic communities. Though linguistic competence was necessary, a finer level than that of professional interpreters would be acceptable.

Last year, courses were organized in nine languages: Bengali, Urdu, Gujarati, Punjabi, Hindi, Chinese (Cantonese), Vietnamese, Spanish, and Italian. There were no takers for Greek, Turkish and Polish. This year, courses in Irish and French will also be available at different institutions, and courses in Portuguese and Arabic are being developed. The courses have been targeted to specific areas: in Bradford the take-up has been for Urdu, in Bedford, for Italian. In all, 12 colleges this year will be offering the Bilingual Skills Certificate, with syllabus guide-books and exam from the Institute and courses designed on the ground by local tutors.

Who is likely to use the course and why? They learn? So far, most of the applicants have been people already working in the area who wish to expand their communication skills, and those asked by their employers.

chosen context in which dramatized situations provide the motivation for them to stretch their linguistic skills and build confidence. And it seems to work. Teachers frequently comment on how reserved, silent children suddenly begin to speak and how the characters and situations act as a catalyst for enthusiastic work in class. Projects for upper infants and juniors broaden into issues of social concern, like the problem of bullying which is to be the theme of a programme for juniors later this term. "But the emphasis of all our work is on the language content", says Steve Ball, "and all our programmes are structured to use and develop the children's existing language ability at each level."

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An illustration from the unit on male/female roles in Gaynor Ramsey's *Images*, a collection of photographs and activities designed to develop spoken fluency (Longman £2.50).

How's business?

Business Reading. By Geoffrey Load. Longman £4.00. 0 582 85220 X. **Write for Business: Skills for Effective Report Writing in English.** By Michael Doherty, Lee Knapp, Susan Swift. Longman £5.90. 0 582 74893 3. **Functioning in Business.** By P Lacey Knowles and Francis Bailey. Longman £3.50. 0 582 85267 6. C60 cassette £12 + VAT 0 582 85268 4. **Telephoning in English.** By B. Jean Webster and Ruth Revell. Cambridge University Press £3.95. 0 521 26975 X. 2 cassettes £15 + VAT 0 521 26429 4.

Business Reading is a 15-unit supplementary coursebook aimed at intermediate level managers and executives. The topics include small businesses, office automation, fashion and design, international banking, and so on. The varied, ungraded reading passages are taken from British and American business publications such as the *Financial Times* and the *Wall Street Journal*. There is a good mixture of text and diagrammatic material (obscure monochrome), to accommodate information transfer exercises in the classroom. The inclusion of line numbers in the texts should help teachers and students to focus their discussion of the comprehension or linguistic points which arise.

The approach encourages skimming for gist in preparation for detailed textual analysis, which is in turn catered for by several types of fairly standard comprehension exercises (especially "web" information questions). Matters of grammar and lexis (the latter being handled extremely well) seem to be stressed, rather than an explicit consideration of discourse types, cohesive devices or information structure.

My reservations are that the articles may have lost their topicality for most students by being of least three years old (a danger in using authentic material from the international business press) and that, since ESP teachers would probably select a textbook on the basis of the grammar and vocabulary items included as much as on the business topics covered, the omission of a global word or structure list seems to put the book in a disadvantage.

Write for Business is an upper-intermediate textbook intended primarily for self-access work. It aims throughout its four sections to provide the linguistic building blocks users need to write better short reports. Various aspects of language control are highlighted (for example, levels of formality, punctuation, use of passives, reported speech conventions) and practice is also given in structuring information, planning a report outline, writing appropriately for different audiences and so on. The pedagogic pattern in the book involves an evaluation exercise, usually the scrutiny of a sample text, followed up by discussion (self-questions) and a task, such as sequencing pieces of information and rewriting.

There is a model "long report" in the final section, and an answer key. Although *Write for Business* emphasizes report writing, some units deal briefly with business letters, taking

minutes and writing telegrams. I doubt whether *Write for Business* could really be used for unguided self-access in anything other than very restricted doses. The sheer volume and density of outright explanation, as well as the linguistic difficulty of some of the tasks, are rather daunting and the teacher would, I think, have to become heavily involved in order to make the book palatable. The average student's capacity for self-discussion and discovery (especially when he or she really does not already have the answers) is also over-estimated.

Functioning in *Business* is an effective pre-intermediate coursebook, introducing and recycling key business phrases, terms and communicative functions (for example, offering, introducing, clarifying, stating), through nine episodes of a story centred on a trip to the United States, during which the characters handle such basic situations as the business lunch and negotiations. Listening plays a major role. Each unit basically consists of six main sections: story update, pre-listening, general comprehension, detailed listening, role play, or functional phrases cloze and supplementary exercises. Learners can easily find their way round, and can actually write in the book too.

The accompanying cassette features unscripted dialogue material, replete with hesitations and interruptions, normal delivery speed and many different voices. The accents are American. A tape-script is included in the detachable answer booklet.

The book's emphasis on conversational formulae (it was written and trialled in Japan), might make *Functioning in Business* particularly useful for helping reserved learners to be more interactive.

Telephoning in English aims to develop intermediate, practical telephone skills for business people, via eight units with titles such as "Who's calling please?" "Let's fix another date" and "What seems to be the trouble?". There are 14 tasks in each unit, which invite the learner to fill in tables, take messages, complete sentences, spell names correctly, answer multiple-choice questions and so on. Opportunities for the student to speak are provided and users are assisted by information transfer prompts (for example, a handwritten diary page) to respond to "callers" on the double cassettes. Pairwork and role-play activities in the class are also catered for. The final reading section in each unit introduces on element of variety; advertisements for new telecommunications machines and services are actually intended to inform the user as well as to practise the requisite language skills.

In basic terms, the book and cassettes are accessible and motivating. There is a detailed answer key, topic scripts and vital overview and self-study sections. American, British and non-native accents are presented, though the spoken material is delivered at slightly less than normal speed, and is made slightly artificial to help learners cope.

Leslie E Sheldon

Dr Leslie E Sheldon is director of ELT at Pimms Education & Training Ltd (London).

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ARTS

Frustrated passion

Separation. By Tom Kempinski
Hampstead Theatre
Moon Dance Night. By Edgar White
Arts Theatre
The One Before The Last. By Kate Parker
Offstage Downstairs
The Winter's Tale. By William Shakespeare
RSC Barbican Theatre
Macbeth. By William Shakespeare
Half Moon Theatre
The Hypochondriac. By Molière/translated by Alan Drury
Lyric Theatre Hammersmith

Of three new plays, *Separation* is the most substantial. Following *Duel for One's* success exploring the effects of progressive physical degeneration in a musician, Kempinski writes a love story for two cripples. Siro, a New York actress, is on crutches with "relapsive peripheral poly-neuropathy"; Joe, a London playwright, is "an agoraphobic depressive" redise suffering from a mental block. His last play, written five years ago, is revived by her off-off-off-off-off. This, her first acting part in seven years, leads to them meeting, quarrelling and making up: Cinderella and her Green Frog

Prince are united.

Thus anamized, *Separation* seems pure schmaltz. But its gutsy Jewish humour and frankly emotional exploration of the anger underlying the sense of separation felt by handicapped people sharpen the sweetness. David Suchet's excellent seining and Saskia Reeves' wonderfully-felt performance overcome the limitations of the play's form—a series of telephoned conversations—under Michael Attenborough's expert direction in Sue Plimmer's perfect setting.

Jane Ripley's ambitious setting for *Moon Dance Night* overfills the Arts Theatre's small stage just as Edgar White overfills his play. Sibling rivalry, unemployment, artistic frustration, male chauvinism, post-Colonial politics and business corruption, child abuse, tourism's evils, religious ritual, incest etc all jostle for attention with the human reactions set off when black newscaster Dweon Ellis returns to her Caribbean island birthplace and feels as estranged there as among whites in London. Yvonne Brewster's direction sparks light in Act 3's beef "voodoo" episode, and good actors like Isabelle Lucas and Konny Cusi make their presence felt, but the play adds no lustre to Block Theatre Season '87.

The One Before The Last drolls Rupert Brooke's reputation showing a priggish prelate in states of nervous collapse following homo and heterosexual congress. Brooke's mother's possessiveness and his frustrated passion for "Ks" Cox are twin themes in this potted biography. Sharp scenes flicker into life under Valerie Doulton's sensitive direction, only to be extinguished by recitations from the poems. Pat O'Toole charms as Ks; Ruth Truener is a noteworthy Mrs Brooke.

The charms of Terry Hands' production of *A Winter's Tale* include a beautiful opening wintry setting; the realization of the famous stage direction "Exit pursued by bear"; warm gaiety in the Bohemia scenes and the touching magic of Hermione's restoration. The first half suffers most: dire support-acting and Leontes (Paul Shelley) yells and wild gesticulations. In the second half the play bursts into life and, tamed by a brass-tongued Paulina (Gillian Barge), Shelley is quieter and more effective. Penny Downes beautifully contrasts Hermione/Perdita; Joe Melia makes Autolycus a jolly variety turn; Christopher Bruce's dances delight.

Some people delight to see a masterpiece despoiled. Chris Bond's *Macbeth* (the words are mainly Shakespeare's)

introduces the Marx Brothers as Three Witches, composite Porter and super-numeraries. Virtually every scene has its popular song, eg Noel Coward warbling "The party's over now" concludes the Macbeths' ghastly disturbed feast; Parry's "Jerusalem" introduces Malcolm in England. "Is this a dagger?" exclaims to drop spilt from the flies to be sprayed for "gouts of blood". Apparently, they fought over or cheered this at Liverpool Playhouse in 1982. My companion closed his eyes and listened to the text which, being unacted, spoke for itself out of the mess.

The Hypochondriac is much better acted but still a mess. In Nancy Meckler's production the wit and wisdom of Molière's last play is reduced to pantomime in which each character follows one line of business. As comic turns Jonathan Cecil's Crapier-Smythe and Furgestool, and Jonathan Cullen's Thomas and Goodfather are excellent, while Kathryn Hunter's myopic Angelica and teddy-bear toilet Louisa are brilliant. But they rattle about in the empty hollow of an eviscerated masterpiece.

John James



Fijian woman wearing barkcloth

Wearwithal

Software: Fabrics and Fashions from the Commonwealth Institute until November 29. Admission free.

This delightful and truly multicultural exhibition contains fashion and fabrics both traditional and experimental.

The most primitive technique bark cloth made from beaten mulberry leaves and decorated with earth pigments. Bark cloth was used as a textile in the Pacific Islands before weaving was introduced; the method is now being revived to promote national identity. The most advanced technique is a T-shirt knitted in translucent nylon thread squared into tiny pockets in which are captured miraculously vivid scraps of coloured bris and ribbons. Susie Freeman who has created this exciting modern garment is presumably an ex-textile student from a British Art College.

A revenue-generating industry in the Falklands produces knitting from spun local fleeces, while Ireland shows delicate lace on line as anything from a more leisureed age. From Wales the tradition of bed quilts and hooked ragwork is translated into fashion wear.

There are examples of resist dyeing: tie-dye of extreme intricacy from India, elaborate batik from Australia, subtle batik work from Zimbabwe, and a vivid blend of techniques; including screen-printing from Botswana. Nigerian Adire cloth, using cassava paste resists, batik, and the dye indigo, adhere to the beautiful traditions of West Africa. Woven fabrics from contrasting cultures include that weaving (almost a lost art) and Scottish hand-woven Harris tweeds, together with knitting from the Shetlands and the Hebrides.

There are daily demonstrations of various techniques, and an activity pack designed to inform and stimulate young visitors.

Victoria Neumark

Betty Tadman

Brotherly love

The Everly Brothers
Royal Albert Hall, October 8.

There wasn't a dry eye in the Albert Hall as Don and Phil Everly tugged at the heartstrings of the four forties with the ready harmonies and primitive heat that once shook the juke boxes of the rock 'n' roll years. Of course, the housewives, accountants and media folk have long since abandoned their loop petticoats and crepe soles—there wasn't a hand live in sight as they returned in silence, punctuated only by an occasional request for an old favourite. Even when pianist Peter Wingfield—feet on keyboard Little Richard-style—sent the temperature rising with "Lucille", the audience responded with reserved appreciation.

The appeal of the Everlys, as soberly dressed as their seniors, lay beyond their music. The duo, who have been together since 1955, are a testament to the power of brotherly love. Don and Phil gave us 20 of the best from "Bye, bye love" and "Wake up little Susie" to "Wings of a Nightingale", with a few unusual items such as Sam Cooke's "You send me" thrown in for good measure. Early hits like "Bird Dog" and "Claudette" don't benefit from the more modern, well-lit treatment of the 1980s, but the brothers still twang their acoustic guitars and their voices show no signs of deteriorating. At the risk of melting into a pool of nostalgia, it can't be too soon before the Everlys walk right back... to London and their next reunion concert.

blues which had such a formative influence on the groups of the Sixties. They've seen life, Don tells us, their relationship has lasted longer either of their marriages. We think of the mess of our own lives and recall a time when all we had to do was dream.

Don and Phil gave us 20 of the best from "Bye, bye love" and "Wake up little Susie" to "Wings of a Nightingale", with a few unusual items such as Sam Cooke's "You send me" thrown in for good measure. Early hits like "Bird Dog" and "Claudette" don't benefit from the more modern, well-lit treatment of the 1980s, but the brothers still twang their acoustic guitars and their voices show no signs of deteriorating. At the risk of melting into a pool of nostalgia, it can't be too soon before the Everlys walk right back... to London and their next reunion concert.

Philippa Davidson

ARTS

In April last year BBC1 broadcast *Standing Up for Joe*, the story of a British couple's journey to Budapest to obtain treatment for their severely handicapped son. The method used in the Pető Institute is known as conductive education. Involving intensive treatment of children suffering from cerebral palsy and other neurological handicaps, it has achieved extraordinary results with those, like Joe, who would otherwise be condemned to an almost vegetative existence. The documentary principle of an immediate response: demands for funding of conductive education in this country, as well as warnings that the method requires long preparation and considerable resources.

Standing Up for Joe was repeated last week (BBC2, October 13) and followed by *Hungary With Love* (BBC1, October 14) and a discussion on *Kilroy* (BBC1, October 15). These brought Joe's story up to date and looked at some of the reaction to the earlier programme. As far as Joe is concerned, it confirmed two things: that conductive education can achieve quite astonishing results with a child whose parents were originally told that he would never walk or speak; and second that the method is not about miracles. But the benefits, in developing skills and personalities, are such that some 18 British parents have made the sacrifices necessary to take their children for treatment in Budapest since the first documentary was shown. And, if further evidence was needed of its effect, the Government has now allocated money for the development of conductive education programmes in this country.

Hungary, exhibiting this positive attitude to the treatment of congenital handicaps with a very liberal regime on abortion, counters one of the arguments put forward in support of reforming the law in this country: that abortion is insulting to the disabled and will lead to discrimination against them. "Handicapped children are not being used as a political football", Helen Harman told *This Week*, Next Week (BBC1, October 18), with a rather unfortunate choice of image. Emily Outshin her in last taste, Dr Philip Norris produced a couple of jests from his pocket and bristled them. They contained, if I heard him correctly, "two little hands, 12 weeks old, should be going to school now".

We are likely to see many little hands raised in the debate on David Alton's bill and the more vigorous return to "the old, traditional values". It was noticeable that Ann Winterston, who used the phrase, was



Alex Jedrasz with his three-year-old son Andrej, a former pupil at the Pető Institute in Budapest

Television

A suitable case for treatment

quite open about her desire for revenge to the situation under the 1929 Act and in establishing a link between this, AIDS, promiscuity and a backwash of "permissive" behaviour. Reaction is certainly becoming kinder and stranger, though *This Week*, Next Week earlier chose to emphasize the personal and political risk that David Alton is taking.

He finds himself, in that case, in a position familiar to Ennch Powell who talked about his life in politics with Nick Ross (Channel 4, October 16). "Revered by some, reviled by others", in the words of TV Times, Powell did admit in some doubts (or "remorse") on the single aspect of his political career, the decision to continue in parliament as an Ulster Unionist MP. He came closer, in this often revealing interview, in giving the programme a

scoop when he mentioned "arrogance", since a form of intellectual arrogance seems to be his chief failing, most obviously in his inability even now to perceive the implications of his "rights of blood" speech (on which his only regret is that he did not leave the quotation in Latin).

As the debate on Kenneth Baker's proposals gathers momentum, The Education Programme has started to subject them to close examination. Last week (BBC2, October 16) it weighed up the merits of testing, showing forms of assessment that are already in use and suggesting that the proposed tests may be trying to do too many things at once. Tonight's programme will look at plans to give schools greater control over their budgets, with a similar combination of examples from different schools and

opinions from different quarters. Should you want to escape from these contemporary problems, The Breils (ITV, from October 16) and Fortunes of War (BBC1, from October 11) offer a refuge in various corners of the past and illustrate the "old, traditional values" of the two main channels. The first, the story of a theatrical dynasty in the Twenties, shows ITV's belief in the family as the root of all drama, and in unambiguous characterization. Here, actors, playwrights and choreographers behave as *Upstairs Downstairs* has led us to expect that they should.

The BBC, meanwhile, demonstrates its commitment to literature, especially minor classics, and to no subtle dissection of relationships. All very reassuring in these confusing times.

Robin Buss



Anna Teresa De Keersmaecker's Rosas company in Bartok

Grace and glitter

Julia Pascal on the ninth Dance Umbrella Festival

DV8 Physical Theatre presents "My Body, Your Body" based on Robin Norwood's book *Women Who Love Too Much*. Norwood's theatre of violence emotions has quickly found a responsive audience.

Much cooler is Trisha Brown's experimentation in time and space. Her "Sei and Reser", a collaboration with artist Robert Rauschenberg and musician Laurie Anderson, was seen here in 1983, as was "Opal Loop" danced in silence. She returns with these and premieres "Newark". Brown is the still-blossoming stylistic postmodernist with a strong cult following in the

Eighties. Husband and wife team Eiko & Koma are Japanese performers who explore what happens when the body is distorted by passion and struggle. Japanese traditions also influence French duo Studio DM, Catherine Diverres and Bernardo Moore, who studied with Buto master Kazuo Ohno. Their prize-winning "Instances" will be shown in the festival. Other foreign guests are the Belgian Marc Vorenst, making his British debut, and the New York ensemble, Stephen Petronio and Company who were well received at last year's Umbrella.

The Umbrella in London is at The Almeida, the Place Theatre, Sadler's Wells, the ICA and Riverside. Running now until November 21. Dance Umbrella also tours to Cardiff, Manchester, Leicester, Bristol, Brighton, Plymouth and Dursley. Information 01-791-4040.

Radio
Pop-up and listen

Treasure Islands (Fridays 11.47 LW) is Radio 4's new programme for grown-ups about children's books. It's first edition had more than a little about it of the forced jollity of Saturday morning kids' telly. There seemed a grave danger someone might actually shout, "Yes, you can tell books are fun 'cause I'm wearing a romper suit, aren't I?" In the end, this opening report on some of the zanier aspects of Children's Book Week kept within the bounds of sanity even if it was not particularly illuminating—although admittedly it told us that children like *Charlie and the Chocolate Factory*, pop-up books and the Mister Men.

With the second edition, the series seemed to find shape and purpose. This programme concentrated on one issue: books for babies. New Zealand writer, bookseller and pundit Dorothy Butler maintained that (in the words of the title of her book) "Babies need books". She also insisted that this means books with a lot of content. All parents possess the skill of ad-libbing a narrative around a textless picture book. Following on this, author Sally Emerson contributed a whistle-stop tour of some of the best books available for "readers" aged four months upwards.

Today's edition features multicultural literature, considers the under-representation of Blacks in contemporary fiction and questions whether you can in fact dictate to novels. Next Friday's Halloween edition brings us an interview with Roald Dahl and a discussion between Leon Garfield and Naomi Lewis on fantasy.

This series is presented by Pundolo Lively who, despite being a children's writer of considerable note, sounds a little as if she is exploring a new world. The same might be said of the series itself. To borrow jargon from the textbook world, it does appear to be a course rather than a source. However, its greatest importance lies in the fact that it exists at all. Full credit to producer Sally Feldman (deputy editor of *Women's Hour*) for winning it a corner of the network.

For more than a few readers of this paper, the highlight of the broadcasting week must have occurred last Saturday. In what purported to be a comic monologue on Loose Ends (Radio 4), Stephen Fry delivered a damning and unadorned critique of some current education policies. His American alter ego demolished the concept of parent power for being undemocratic and deplored a society which butchers university art departments but approves teenage page-three nudes. His main drift was that genuine education leads to freedom. "Training is what you do to pear trees."

David Self

ENDPAGE

Michael Clarke on
Manners and Morals at the
Tate; Robin Buss on River's
Edge; theatre reviews, page
48

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The Young Vic

Wig fad

The School For Scandal
Birmingham Rep.

It's a treat to see one of the theatre's classics given such a scintillating yet straightforward production. Director John Adams imposes no directorial twists; Sheridan would recognize his own play and delight in this stylish evocation of London's beau monde of 1777, its fashions and fads interpreted by designer Simon Higlett; the library of fake books affected by the hypocrite Joseph Surface, the gallery of despised family portraits and well-stocked cellar of his gay-god brother Charles, the black major domo, Rowley, and small black page of Sir Peter Teazle's household and even the ascent in a hot air balloon by those two old news and novelty seekers, Crabtree and Backbite.

The self-regarding display of these rich and luscious people is caught in their extravagant wigs and costumes, their colourful plumage offset by the restraint of the settings, a series of architect's drawings in tones of grey and white.

Fortunately, performances are not eclipsed by all this visual interest. The gossip is tossed lightly back and forth. Its stops always deftly timed, and the characters add the interest of a fully developed personality to their place in the social fiasco, with an outstanding partnership from Christopher Benjamin and Mirella Schöffel as Sir Peter and Lady Teazle—a long-time beaulet at the mercy of a young wife. The production runs until October 31 with matinees on Thursdays and Saturdays.

Ann FitzGerald



Bob Dylan as Billy Parker in Hearts of Fire

Twisting the heart

Bob Dylan and Tom Petty and the Heart-Breakers, Alone and Together.
Wembley Arena
Hearts of Fire
Odeon Marble Arch.

It may not be fashionable to like Bob Dylan any more but he can still twist the heart out of a song like no other singer. On each night of his Wembley concert an audience which had sung along with "Like a Rolling Stone" and "I Shall Be Released" and danced to the asides to "Watching the River Flow" were transfixed to silence, tears, by the plaintive "Tomorrow Is Such a Long Time".

At 46, Dylan remains the vagabond

poet with a keen eye for frailty and desire. Melodious singing in songs like "Shelter from the Storm" reminded us that he is a lover, sexy good tunes like the reggae "I and I" and "I'll Be Your Baby Tonight" that his is an earthy, human love. The poignant wail of his harmonica solos brought us back to "Forever Young", written for one of his sons.

But as well as a poet of experience so fiercely personal it is universal. Bob Dylan is also a rock 'n' roll star who's been playing for 30 years. Within that medium his range is impressive, whether he is croaking out "Knoxie, Farm" or turning "Knockin' on Heaven's Door" into an anthem. When he brings on his female gospel singers

to rock up "You Gotta Serve Somebody" and the spine-chilling "to the Garden", or when he just gets down-home funky in "Just Like a Woman", this man knows what he's doing. At last, too, he again has a band behind him who are tight and bright.

Tom Petty and the Heart-Breakers never missed a beat or a note despite Dylan's extensive re-working of his repertoire—he played different sets each night. The band swung into waltz-time for "Simple Twist of Fate", plunged on the keyboards for "I Shall Be Released" and got that old folk tone for "St. Augustine". Their own set was hot-blooded rock 'n' roll fanned up with Southern nostalgia and a few hard-edged love songs. Whether ripping the joint up with "Reelin' and Rockin'" and their own hit "American Girl" or twanging the chords in Conway Twitty's "The Image of Me", the Heart-Breakers proved they have a sound as crisp and brilliant as any band going. A ticket to ride on the roller-coaster of emotion which Dylan evoked.

Unfortunately, it is hardly such a peak experience which awaits you in

Hearts of Fire. Though Dylan's considerable charm and prescience light up a few scenes, the film in no way captures the fascination of the rock scene which is its milieu. Essentially Dylan is miscast, as a loser, and Richard Marquand's sloppy direction does nothing with his charisma on stage or singing, as it also fails to convince in its last reel of the young-girl-older-man-younger-man triangle. Of Rupert Everett the least said is the best. Fiona has a creditable shot at the aspiring singer who takes up with the ageing Billy Parker (Dylan) on her way to the top, but she is just too bouncy and he too withdrawn for the chemistry to flow.

There are daily demonstrations of various techniques, and an activity pack designed to inform and stimulate young visitors.

Victoria Neumark

Betty Tadman

Inside the old oak tree

The See-Saw Tree.
Whirligig Theatre, Warwick Arts Centre and touring.

A strong message about conservation underpins David Wood's latest play for children, now touring under Arts Council sponsorship, but it is presented with great charm and fun which help soften the didactic edge. It takes

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David Wood's *See-Saw Tree* and *Whirligig Theatre* are touring with *The See-Saw Tree* and *Whirligig Theatre*.

an audience into a faltering world from which they can observe human behaviour through the eyes of the birds and animals that live in and beneath a 300-year-old oak tree in Turner's Field.

When the play begins, actors and audience are at a public meeting which has been called to decide the future of the field and, thanks to the argument of the entrepreneurial Mr Jay, they vote to create a children's fun area with old machines and electronic games. This means cutting down the trees to make way for the building.

As the play unfolds, the audience is transported into the oak tree itself in a beautifully conceived design by Susie Caulcutt, whose split trunk and lower branches contain hollows and nests for a whole community of creatures: owl, jay, duck, mistle thrush, squirrel, bat and rabbit. The characters at the meeting are translated into these woodland creatures, while the human world is represented by booming,

amplified voices and deafening machinery, creating a dramatic contrast which director David Wood and the cast build to an exciting climax—and a happy ending.

A programme full of lively information about trees, and a teacher's pack for follow-up ideas, complete the package of this excellent children's show.

Whirligig can still be seen at Both, Rotherham, Swanscoe, Wolverhampton, Torquay, Newark, Buxton and London—from December 7. For details telephone 01-435 1461.

Words International, a new literary magazine, launches itself with two poetry competitions, for under and over 18-year-olds. Prizes of £1,000 are offered for poems in English, of any length, accompanied by an entry fee of £2.50. The closing date is April 30, 1988. Words International, Brixton, London SW9 6JH. Telephone 01-873 3454.

The Everly Brothers
Royal Albert Hall, October 8.

There wasn't a dry eye in the Albert Hall as Don and Phil Everly tugged at the heartstrings of the four forties with the ready harmonies and primitive heat that once shook the juke boxes of the rock 'n' roll years. Of course, the housewives, accountants and media folk have long since abandoned their loop petticoats and crepe soles—there wasn't a hand live in sight as they returned in silence, punctuated only by an occasional request for an old favourite. Even when pianist Peter Wingfield—feet on keyboard Little Richard-style—sent the temperature rising with "Lucille", the audience responded with reserved appreciation.

The appeal of the Everlys, as soberly dressed as their seniors, lay beyond their music. The duo, who have been together since 1955, are a testament to the power of brotherly love. Don and Phil gave us 20 of the best from "Bye, bye love" and "Wake up little Susie" to "Wings of a Nightingale", with a few unusual items such as Sam Cooke's "You send me" thrown in for good measure. Early hits like "Bird Dog" and "Claudette" don't benefit from the more modern, well-lit treatment of the 1980s, but the brothers still twang their acoustic guitars and their voices show no signs of deteriorating. At the risk of melting into a pool of nostalgia, it can't be too soon before the Everlys walk right back... to London and their next reunion concert.

blues which had such a formative influence on the groups of the Sixties. They've seen life, Don tells us, their relationship has lasted longer either of their marriages. We think of the mess of our own lives and recall a time when all we had to do was dream.

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Philippa Davidson

RESOURCES

Things past

Jessica Saraga visits a place to remember

A Reminiscence Centre sounds like a recipe for self-indulgence. And it is, a wonderful one; not just for the reminiscers, but for anyone who steps inside.

Age Exchange, a theatre company which stages plays based on pensioners' memories, also publishes them in book form. Some of the themes are Christmas, leisure in the Thirties, women in the Second World War, and health care before the NHS. The two latest are Caribbean health and diet, and the Jewish East End.

Now Age Exchange has its own permanent base, the Reminiscence Centre, just opposite Blackheath Station in south east London. Behind the shop front, it is an exhibition, living museum and drop-in centre all rolled into one. It's open all day, Monday to Saturday. You can go to reminisce or you can go to learn. There are volunteers - mainly pensioners - to share their memories and guide you round the exhibits. The most striking is a complete shop transported through space and time from pre-war Hackney. The shopkeeper had never updated or thrown anything away. Bad for business, brilliant for posterity. In its stout wooden counter's myriad drawers are all the original items of a general store, lovingly cleaned up by pensioner

volunteers: balls of string, bundles of firewood, custard powder, matches, scales, kitchen range cleaner, mouse-traps, and a 45-year-old fruitcake displayed at a rather pricey 176d.

The back room is used for temporary exhibitions - a bakelite exhibition currently, to be succeeded by women's magazines from the Second World War, and then a Christmas exhibition. After bakelite was invented in 1907, everything imaginable was made of it for the next couple of decades, and it's all there. Napkin rings, egg cups, radios, picnic sets, telephones and toy trains, suitcases, fountain pens, jewelry, buttons, lampstands are on show. A 90-year-old visitor revelled in the memories, and provided some finer points of identification. "That's not a hat," she said, pointing out the neat square of floor covering underneath an almost totally bakelite "room". "Not linoleum. That's a conglomelium. I've often wished they'd bring it back."

The force behind the centre is Age Exchange's artistic director, Pam Schweitzer. Her background is in teaching and drama, and it was her reminiscence classes in the ILEA adult education programme which started all this off. Now in the youth theatre workshops which run at the centre, young people can work with old, on

themes such as evacuation and seasonal shopping. Retirement courses and training in reminiscence work are on the agenda, too. Pensioner volunteers at the centre, whose memories have formed the basis for Age Exchange's productions, say what a wonderful experience it has been. "You relax in re-living it. You get lost in it, like reading a book."

Pam Schweitzer is very keen that the resource centre should be used by schools as well as the local community. Teachers can borrow the portable displays of mounted photographs or, better still, arrange to visit the centre so that their classes can identify objects and talk to pensioners, as a basis for history or drama. It's vital to book, though, so that staff and volunteers can lay on whatever organization and support is required. Pensioners dropping in is one thing - school parties dropping in is something else again. But once there among the relics and remnants of everyday life, with such eloquent and absorbing guides, anyone is bound to linger.

The Age Exchange Reminiscence Centre is at 11 Blackheath Village, London SE3.

Online

IT HAD to happen: hot on the heels of word processing, spell checking and style analysis software comes *MiniReader*, a program which aids trilingual intelligence to your typing. The program (for IBM compatible only) tries to guess what you intend to type from the first few characters. A pop-up box displays possible words in order of probability; if the one you want is shown, you select it with a single keypress. If not, the guesses change as you continue typing.

Function keys F1 to F4 provide suffixes, plural forms, participles (adding -ing) and past tenses automatically, but not infallibly - maybe because the program, Kalman Thit, is Hungarian. "The puppy swims in the boat pond" becomes "The puppies swam in the boat pond" by such means: a good stimulus for investigating the irregularities of the English language, perhaps, but not a reliable means of document production.

As it becomes more familiar with your habits and favourite phrases, *MiniReader*'s performance "improves" - though you may not regard the effortless keying of clichés as an improvement. Continuous prompting and spell-checking could be a boon to young children and poor typists, though. *MiniReader* is distributed as shareware (See On line, Sept 1) by Brown Bag Software UK, (P&R, 25 Cannon St, London EC4A 3HN) which means that you can try it free, but registered users pay a very reasonable £33.

JAMES MATSON, one of the more talented software designers around, has produced a special single- and double-width version of the splendid *Big Calculator*. This adds to the flexibility of the original version, which allows user input from touchscreens, joystick, lightpen, mouse and Concept board in addition to the keyboard. Now children or adults with very severe physical handicaps can - as long as they can operate a switch - do calculations in base 2 to 10, and design and use customized calculator layouts.

The software was extended in response to requests from special schools, and with advice from the ACR Centre in Oxford. Schools which bought the original package can upgrade by returning their disc only to 4Mation, Little Lea, Barnstaple EX32 9AQ.

BRITISH TEACHING with Computers (BTC87) is a nine-day conference at St Andrew's College of Education, Glasgow G61 4QA on Saturday November 28. Registration costs only £10 and includes lunch, refreshments and a disc of takeaway software for IBC Micro. Organizer Eddie Boyd hopes to launch a Scottish association to promote and support English teaching with computers on the day. Contact him at St Andrew's (Tel 041-943 1424) for details; registrations close on November 9.

The programme offers a range of workshops, for anyone from beginners to those at the "leading edge" - because all participants will have their hands on micros at two practical sessions, there's a ceiling of 90 places. Workshops include adventure games, word processing, simple authoring systems and Mike Thirring's newsroom simulation - in which participants write, edit and present their bulletin in video camera. This software is included on the takeaway disc. The prize for courage must go to Rosetta McLeod, who is offering a session with the province-templating title "Simple foolproof packages".

Computers in Schools, the periodical of MUSE (the association for micro-computer users in education) has been renamed **Information Technology and Learning (ITAL)**, recognizing that people include IT beyond computing and learning outside schooling. The October issue includes articles on project databases, TINS, the RESOURCE publishing approach and the fifth generation.

The magazine is included with MUSE membership, which costs £15 per annum. MUSE also offers composition at much cheaper rates. The household policies: contact Carol Macdonald-Hall at MUSE for details. The address is MUSE, PO Box 43, Houghton-on-the-Hill, Leics LE17 9GX.

Jacquetta Magarry

COMPUTERS/IT

Who uses micros?

Jackie Griffin investigates their take-up across the curriculum

The use of computers as an aid to teaching across the curriculum has increased substantially in recent years. Teachers have been strongly encouraged to use them by organizations such as the Micro-BBC and even the Department of Trade and Industry. In addition, there is a popular conception that, as computers are tools of the future, today's students need to use them to prepare themselves for tomorrow. The introduction of the GCSE and the CPVE have further contributed to the pro-computer lobby.

Fortunately, there is ample evidence from research and practice that computers can contribute effectively to successful learning. So it is not surprising that many teachers include them within the range of resources that they may call upon to increase their range of teaching skills and strategies. What is more surprising, perhaps, is that the number of teachers who use computers is still relatively small, and unequally distributed across the curriculum areas.

It could be that teachers are reluctant to use computers for the same reasons that they can be reluctant to implement any other innovation. They may prefer to retain their tried and tested teaching methods, or they may not feel that they understand the implications of the innovation. They may feel that they are being forced into making changes against their will, or that they are not provided with adequate support. They may want to try out the new approach, but find that they are too tied up with everyday

problems to find the time and energy. Or it may be that some teachers' reluctance is related to the nature of computers - a sort of "computer phobia".

In trying to find out the reasons for the patchy acceptance of computers, I decided to investigate a number of the "converted": teachers who had taken the plunge and had been using computers in their lessons for some time. It seemed possible that there would be particular patterns in their attitudes and behaviour that might help to define strategies for encouraging more reluctant teachers.

The investigation took the form of a questionnaire distributed to secondary school teachers who had purchased particular educational software packages for maths, chemistry and history about three years ago. It asked how the package had been used in the school, what teachers thought of it and why they had bought it. It also collected answers which gave some indication of the teachers' attitudes towards the use of computers, and of what they saw as their schools' attitudes.

The findings can be summarized into three areas, concerning the software packages, the teachers and their schools. Some of the issues from the three areas were correlated to see if there were any significant relationships between them.

A rather uncomplicated picture emerged of the way teachers use and select software packages. Generally the packages were rated as being above average. Where particular aspects of them were rated separately (teachers' notes, students' materials,

program, case of use) the teachers tended to rate each aspect very similarly. This could be because all the packages were equally good, but it could also be that the teachers were responding to an overall impression of the package. As might have been expected, teachers used higher-rated packages more often, and produced additional teaching materials to accompany them.

The most common reasons for buying software packages were to motivate the students, to try a new method of teaching, or simply a desire to use computers. About a third of the teachers reported that they had even changed the content of their courses in order to use the package. Teachers generally found out about software from publishers' mailshots and advertisements in magazines, rather than from more impartial sources.

The teachers were very positive in their attitudes to computers and no difference was found between the attitudes of those from different types and sizes of school, for example single-sex and mixed schools and schools with or without sixth forms. However, teachers from independent and selective schools were found to have significantly less positive attitudes towards computers than their colleagues in comprehensive schools. Generally, the teachers perceived their schools to be supportive towards the use of computers.

No differences in attitude were found between teachers with respect to their sex or subject specialism or status. However, most of the respondents were heads of departments and

the vast majority were male, which no doubt reflects the male dominance in maths and science and in positions of responsibility.

About a third of the teachers had attended less than 10 hours of in-service training in the use of computers in education. Those who had attended more than 20 hours were found to be more positive than their colleagues who had attended less. Many of the teachers also taught computer studies and they were more positive towards the use of computers than the rest.

Interestingly, the number of lessons in computer studies in schools made no reference to the number of times or ways that the packages were used. This counters the argument that computer studies can be a barrier to the use of computers across the curriculum. In fact, it appeared that the computer studies teacher was often the school's focus for it.

The most notable factor in encouraging the use of computers across the curriculum is the availability of appropriate support for teachers, both within their schools and in the form of in-service training. In-service training would also help to develop teachers' perceptions of computer assisted learning from the rather naive view discovered here. However, it is evident from this small-scale investigation that there is no clear, single factor which can be guaranteed to increase the use of computers across the curriculum but many interrelated elements.

Jackie Griffin is inspector for information technology and business studies in Croydon.

User's manual

Vince Hall reviews a new guide showing how to operate your BTEC

BTEC Teacher's Guide £37.50 + p&p
Business and Technician Education Council, Upper Woburn Place, London WC1H 0HH.

Most readers will be familiar with a popular television programme where people are put into embarrassing situations by a carefully laid plot of family and friends in league with the programme organizers. When it comes to the crunch moment and all is revealed, the victim tends to react with some unprintable four-letter word which is disguised by a beep.

I thought this might be happening when I was listening to the audio tape which accompanies the *BTEC Teacher's Guide*. The interviewer, John Humphries, says "It only costs £37.50", and then there is a loud beep. I eventually realized it was one of the continuity cues.

Why should anyone, I asked myself, want to pay this amount of money to the Business and Technician Education Council in order to understand how to run their courses? After all, don't most complicated products come with a manual to explain how to use them?

So, the question remains: is it worth buying the guide for colleges? In an introduction, the author, John Humphries, suggests that although his original brief was to write something which would help solve the difficulties encountered by people new in BTEC, it was decided to produce material

that, while primarily designed as an independent learning pack, could also serve as a resource pack for experienced staff to use when leading group introductions to their colleges.

I am not altogether sure how the new member of staff would cope without help. The actual arrangement of the file does not help. It consists of a glossy ringbinder with a number of inserts and an audio tape. There are three core pamphlets inside - *Introduction to BTEC Teaching*, the *Study Guide*, and the *Resources Guide* - although this is not obvious until one has looked through several times. The separate contents list is not identified as such, but just called *Teacher's Guide* and the preface, which would clear up some of the confusion, is tucked at the back of the contents list.

The main pamphlet, *Introduction to BTEC Teaching*, does have some very useful sections for the new member of staff and even for the more experienced member of a BTEC course team. Although it is brightly printed, it would have been easier to read if the print had been less dense and the section headings had been larger. The text does occasionally lapse into what is known in many staffrooms as "BTECSpeak". I cannot imagine sentences like "Indicative content comprises topics, cowcock, principles and other content to which principal objectives relate" (p34) tripping lightly off the tongue of the latest course team recruit.

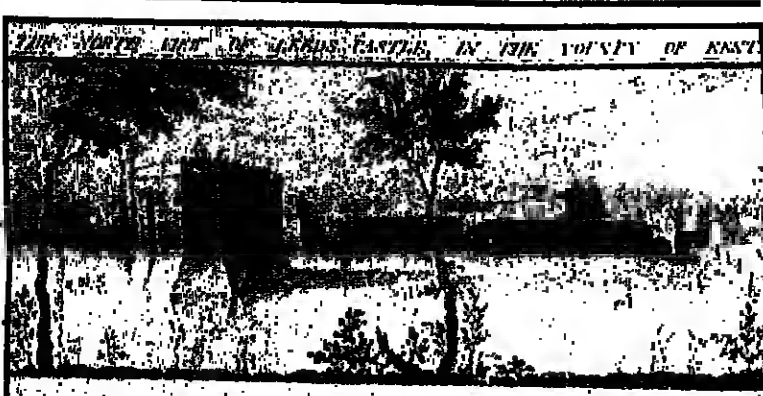
The related *Study* and *Resources* Guides do give helpful methods of

tackling the mass of information in the file and may well be useful to those in further education teacher training or inducing new staff. The majority of the space is taken up by BTEC publications ranging from particular subject and course guidelines, through BTEC circulars, to major policy documents like *Policies and Priorities into the 1990s*. Much of the audio tape is interesting, particularly the interview with the BTEC regional coordinator, although I found the interviewer's technique of asking every question in two different ways somewhat irritating.

I was worried that this publication would date quickly. The four lines on the National Council for Vocational Qualifications in the section "Current influences" hardly does justice to the major impact that the new National Vocational Qualifications will have on FE colleges over the next four years. This could easily have been anticipated if the guide had been based on loose leaves, which could have been updated on a regular basis, and not on bound pamphlets. The guide does do several things well. It explains clearly the central plank of BTEC philosophy, like common skills and core themes, to people who may have only dealt with single subject teaching and examining. It deals simply with the steps involved in making a submission for a new course. It also covers practical matters that the experienced practitioner may sometimes take for granted, like working in course teams and linking with employers. For this alone it is probably worth buying one copy for your college.

However, my feeling is that BTEC ought to have given one folder free to every centre and sold others on a subscription basis, which would have covered regular updates.

Vince Hall is vice principal of Altrincham and Wharfedale College, Leeds.



Sketches

Views from the Past
British Library
King's Library until January 31

Fine drawing combines with rich human interest in an exhibition of vignettes from the past mounted by the British Library. Many on view for the first time, they range from a mid-16th-century sketch of Queen Elizabeth I in procession to a 19th-century view of Sunderland Bridge. There is a view of Tahiti as seen by Captain Cook, a town planner's drawing of old Knightsbridge and a Rowlandson's eye glimpse of seamen in the Medway.

The camera may have replaced the traveller's pocket sketch book but it rarely rises to the immediacy and charm captured here. This applies whether the work was prompted by an urge simply to catch a passing moment, as in John Thomas Smith's drawing of a corner of old Fleet Street in 1794, or the sternly practical motive behind the work of military engineers such as Thomas Phillips's 17th-century drawing of Mount Orgueil Castle, Jersey.

Owen Surridge

In the same category is a delightful drawing of fortifications at Carrickfergus, Ireland, c1560; but far from being intended to delight the sovereign, it was meant to alarm her about their dilapidated condition.

Elsewhere there are gentle views of Georgian England: Arundel Castle before it was restored, the ruins of Fountains Abbey, Hatfield House in its prime, a Rowlandson watercolour of Taplow, Buckinghamshire.

The exhibition is not large but there is plenty of material to interest teachers whose specialisms lie in history, geography or the arts. Those who cannot get to London need not feel deprived. Ann Payne, who mounted the exhibition, has produced an illustrated book, *Views from the Past*, which contains all these pictures and more. It lacks all the illustrations but it would not be difficult for a school librarian to draw one up and it is certainly worth a place on the shelf. Published by the British Library, it costs £5.95.

From next year the British Library is hoping to open its own shop for the sale of facsimiles, so in future schools should be able, prices permitting, to mount their own exhibitions.

Owen Surridge

Musical youth

Body and Voice
The Consortium, ILEA
Songbook and three cassette tapes,
£14.95 plus VAT
LDA, Duke Street, Wisbech, Cambs.

Body and Voice is a new pack designed for youngsters with severe learning difficulties, including 70 musical activities which use both traditional and original tunes. The activities are divided into three sections.

The first "Swing Up, Swing Down" is aimed at very young and multiply handicapped children. The songs encourage the development of co-ordination, eye to eye contact and

body awareness, as well as a high level of interaction, both adult to child and child to child. The child can be addressed through the song in, for example, "Look and Sing", which greets individuals by name, or in "Let me hear you", which asks individuals to play percussion instruments, facilitating natural communication through music. In many of the taped songs, gaps are left to insert different names, and there are often useful instrumental verses.

"Roly Poly", the second section, aims to help develop instrumental and improvising skills. Songs focus on the development of rhythm and awareness through actions using the whole body, and on the association of tunes with

different actions, while maintaining a high level of interaction. In the third section, "Good morning friends", aimed at older children, the songs explore topics such as "Friends", "Disco", "Shops" and "Feelings".

A plus-point of this pack is the inclusion of cassettes which facilitate the interaction so essential when working with children with special needs. The introductions, interludes and endings of the taped songs are good, although it would be helpful if they were indicated in the song-book. Lively accompaniments are combined with a slow singing pace which, with repetitive lyrics, helps young children to keep up.

Although it has been designed for those with severe learning difficulties, this pack can provide something of value to any group of children.

Judith Moreland

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(248)



Above, left: samples of NewSPaPer's capabilities. Far left: class production

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Mark Sealey has the latest scoop

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Let me say at the outset that I like *NewSPaPer* and cannot remember when I last enjoyed using a program for review with children so much. This latest SPA release is aimed at a wide area of the curriculum and can be used with children of any primary age and upward and in almost any activity - in and out of school.

NewSPaPer is a complete package that will allow you to design the layout and complete the content of an A4 size page containing both graphics and text, and then print it out. The excellent manuals are written in a jaunty style which avoids being annoying. They tell you what to do in the simplest of processes of newspaper and magazine production. The 10 and 11-year-olds whom I helped to publish a class magazine with *NewSPaPer* increased their understanding of page make-up and appeal in a most appropriate way.

There are four main "departments" concerned with the layout and design, pre-view and printing of each page. The user moves easily (if a little slowly) between these, starting with a grid of 16 by 4 divisions, which are then stretched out in size according to the

space that an article or picture will need. There is control over borders and colour - for those lucky enough to have an Integrex printer. There are plans to move further forward by supplying a printer driver for Postscript Laser printers... and backward by producing a version of *NewSPaPer* for the 4802i.

Operations are mouse driven. Although it is possible to use the keyboard alone throughout, I cannot think of a program whose potential would be so underused without a mouse. There are few icons as such but the task of deleting, say, is made easy by physically dragging items and/or pages into a "to be deleted" box. You are almost always asked for confirmation before these (and most other changes) are effected. There is sufficient variety of commands at each stage to mean that you can be as ambitious or as cautious as you want.

Needless to say, you can almost always return, improve and rethink sizes, content and layouts. This is one of the most valuable features for children. It is, however, a pity that changing the font in the word-processor, the "Reporter's Desk", doesn't replot what you've already written - although you can do this manually.

Trying different styles can thus be a little laborious. It is a good idea to prepare and print out a sample page, so that children can choose fonts from it. There is also a utility for designing your own fonts.

Graphics are provided by an improved version of *PaintSPA* (another SPA production) and the word processor is substantially WYSIWYG although text can be inserted by manually positioning the cursor if you are using the mouse: a little odd, I also found it slightly off-putting that, since text is divided into an (optional) headline and body, both cannot appear on screen simultaneously while editing.

Indeed, use of this suite is more to do with the skills of planning, placing and overall appearance than composing any one piece of writing or graphics.

How does it measure up? The length of time taken to return to the main menu or move between "departments" probably has more to do with MS-DOS than *NewSPaPer* itself, but many children will become frustrated with long waits, however painless to control, while moving backwards and forward to effect small detailed

changes. Inevitably there will be a tendency not to bother after a time.

This would be a shame as there is scope for some very sophisticated work. For example, the space between lines of text can be altered, and split into different numbers of columns. This alone will greatly encourage development of children's sense of presentation. Moreover there are some little touches that mirror true page layout in "real" magazines, such as forcing tight justification.

The usual printers are supported and with *NewSPaPer* come examples of artwork on a library disc and the facility to customize your version, for example to look for these files on the B drive: more welcome versatility.

Some examples of its many uses would be junior classes working on communications in one form, parents' groups producing notices and newsletters, older children publishing almost anything, college students engaged on extended projects to do with the media and even infant display work - with help.

This suite has been a long time coming. It has been tested extensively and the final version has now been up to the high reputation of the SPA team but should - despite the small shortcomings - meet the requirements of the most sophisticated user. It is expensive, but because it has the strengths of extensive features and ease of use, it is likely to remain the standard for some time. It is well worth the outlay.

From Moog to Midi

Another series of 'Rockschool' has begun. Nick Baker plays along

CONTINUING EDUCATION
Rockschool
BBC2 Tuesdays 7.35pm

The first series of *Rockschool*, BBC2's programme of practical information and advice for aspiring rock musicians, was a smash hit. After its 1983 debut it was repeated four times here and screened in the US, Canada, Australia, Denmark and Holland, where it topped the charts of English language non-drama programmes.

But four years is a long time in the rock music world, and the new series is much more concerned with technology, and how to put it in good use, concentrating on keyboard instruments, which have now become much more like computers and much less like pianos and organs. The greatest change has been from analog to digital technology, and the standardization of MIDI - musical instrument digital interface. It has become the *lingua franca* of keyboards, allowing them to link together and "play each other".

This week the first programme gave us an entertaining pocket history of electro-rock, taking us from Moog, via Mellotron, to MIDI and revealing the time when "serious" rock bands' stacks of keyboards were comparable to the height of the players' platform shoes. MIDI has simplified the hardware and advanced the technology. Now the talk is of sampling, sequencing and sound envelopes, and the skill of the players is more exercised in pre-programming instruments than in playing the m live.

So, whether virtuosity? "Programming skills are just as legitimate as playing skills," argues producer Chris Lent. "You don't have to be a Rockman any more, but you do have to understand the technology."

And while the series goes into great



The Rockschooll Band

technical detail about how to achieve complex sounds at the touch of a (very expensive) button or two, there is plenty of virtuosity on show from the hosts of the four tutor/musicians, as they demonstrate the playing an "emotional" skills of playing an instrumental solo. There's a slight problem in the style of the programme when the players stop talking to camera and start to emote through their instruments. It's a difficult switch to make "cold", but the music, all originally written to illustrate the various skills covered, more than compensates for the *Tomorrow's World* style of delivery.

TV technology helps here, too, with lots of Quantel cutting and screening.

and mixing. It looks very flashy and high tech, but the prime purpose is to cram as much into the 25-minute programmes as possible. Squeezed in between the teaching and the music there's an impressive line-up of top players, demonstrating their skills and talking about their work. Names include Omar Hakim, Herbie Hancock, Midge Ure, Jan Hammer and Jimmy Somerville.

The programmes aren't conceived to be used as tutors, with players emulating exercises as they stop and start their way through a video recording. Chris Lent likens them more to "seminars", looking at how a four-piece band works together rather than how instruments are individually

approached.

If the first series is anything to go by, this one will also be followed closely by non-playing music fans, intent on finding out how U2 get that distinctive guitar sound and which are the keyboard brand names favoured by the stars.

But isn't the price of the new generation hardware a disincentive to young players? While the programme doesn't pretend to be a consumer guide, Chris Lent is convinced by his own experience as a former professional musician that the really discerning amateur will go to great lengths (including near starvation) to get his or her hands on the right gear.

Foreign news

CONTINUING EDUCATION
Téléjournal
BBC2 Mondays 11.20pm, repeated Sundays 11.55am

A new look *Téléjournal* has begun. It is no longer possible to re-transmit the evening's news on broadcast in various European countries. Perhaps the immediacy will be lost, but the change may prove to be a bad thing.

Starting with eight programmes from France, *Téléjournal* will, from now on, present a review of the most interesting and important news items occurring in the previous week, backed up by a few "timeless" items. The big bonus here is that producer Bernard Adams and his team will have far more choice in what goes into the programmes. They will be able to select excerpts which meet the three criteria of providing stimulating language learning material, increasing interest in and knowledge of the various countries and showing how those countries view world events.

It looks like the re-vamped series is going to be even more useful and relevant than in the past with a nice balance of themes. The interviews in fractured English have disappeared and overall much more material is presented in French. An interesting and useful feature is that the Monday version will have sub-titles - captions for key phrases in the news items and gist sub-titling for the "timeless" excerpts - but the Sunday repeats may later in the series be run without, in response to those teachers who felt that superimposition of the written word was an intrusion.

Brian Hill

Motivation

CPVE-watcher Richard Evans on a new series

SCHOOL TELEVISION
CPVE Skills for Living
ITV Schools/Yorkshire Television
Channel 4 Wednesdays 10.26am

The Certificate of Pre-Vocational Education is now firmly part of the 16-plus school and college curriculum. The potentially radical nature of the CPVE is plain, given that its aim is to equip young people with skills and competencies through negotiated activities rather than through formally prescribed classroom tasks. There is little doubt that successful CPVE students are eminently employable and are able to progress on to other courses, whether they be vocational, such as BTEC, or on the more traditional academic route into higher education.

There seems, however, to be widespread confusion among employers as to precisely what the CPVE is trying to do. This may be partly due to its pre-vocational nature; although not strictly work-orientated, it introduces vocational areas.

Yorkshire Television has produced 10 programmes which may go some way to dispelling doubts about the CPVE. The programmes, appropriately selected, would be best shown to specifically targeted audiences as part of student activities, as part of staff training, or as an introduction for parents and employers.

As with many educational programmes, one is led to wonder why the students shown appear to be better motivated, to have infinite facilities available to them and not to have the typical problems of missing classes or producing shoddy work. I do think that the series could have dealt with the difficulties involved in setting up a CPVE team and resource base for the first time, because the first year of a CPVE course can be disorienting. Specific programmes, such as numbers 1, 2, 3 and 10, focus on the CPVE itself (its purpose, ways of organizing projects and assessment and what to do after the course is completed) with the rest concentrating on building general

context for life skills. The students come from a variety of educational backgrounds and show an obvious enthusiasm for the course. It would have been interesting to know why they chose the CPVE and whether any dropped out.

The organization of the CPVE is explained with a brief introduction to the different modules - introductory, exploratory and preparatory. The programmes establish that the course is concerned with an approach to work rather than with setting out what should be taught. A successful outcome really does depend on enough time being allowed for tutors and students to discuss assignments and assess the work achieved.

An interesting section in one of the early programmes shows a group meeting their moderator. He is challenging them to criticise their own work, which was already of a high standard, to demonstrate the procedures they had adopted to research, compile and produce a guidebook for tourists in their locality. A range of skills were being assessed, from the obvious communications and numeracy skills, to heading the practicalities of working as a group, finding out information, and persuading organizations to supply illustrated material.

The series contains useful material for general life skills such as interview techniques, telephone skills and personal development. All the programmes highlight the importance of group activities. One is about a mini-business, and involves a loan from the college Student Union so that a group can buy a scrap motorbike, rebuild it and sell it to repay the loan. So much for the claims that education has concentrated on non-essentials and is insulated from the real world. The series ought to persuade doubters about the value of the CPVE and confirm the successes that have already been achieved.

Further media coverage on page 47

Science



Double award criteria

Many roads to heaven

IAN NASH

The first proposals for a GCSE co-ordinated science course which is designed from scratch to meet the national criteria guidelines for The Sciences: Double Award are about to be published by the Nuffield Foundation Curriculum Unit.

Draft proposals were being considered by the Secondary Examinations Council as *The TES Science Extra* went to press, and, if accepted, they will take their place alongside some already well-established syllabuses such as the Suffolk and Salter science schemes.

With the push for a national curriculum with 20 per cent science for all in years four and five, and the availability of double award criteria to fit the bill, the argument for co-ordinated (and even integrated) science for all up to 16 seems to be won.

The argument over the best approach to syllabus design, however, is far from over. Barely won the ink dry on the Nuffield draft plans before sceptics were airing their views. The doubters were not, as one might expect, from the dozens of single sciences put forward by tutors and co-ordinated science.

To find out why, it is first worth looking briefly at the Nuffield draft proposals which describe a course designed to set the content, ideas, skills, processes and applications of science in the broadest possible context. It aims to make both students and pupils continuously aware of the inter-relationships not only between the main areas of science, while allowing physics, chemistry and biology to retain their identity, but also between the sciences, technology and society.

"This co-ordination is the feature that distinguishes this syllabus from independent, self-supporting courses in the separate sciences on the one hand and integrated science on the other."

Relationships between the everyday world and what is taught in the classroom are a continuing theme throughout the Nuffield co-ordinated sciences, which also provide for extension work for teachers to devise teaching schemes that cater for pupils of different needs.

Each section of the syllabus - from the principles of biological classification to the nature of the environment, from use of electricity - is introduced by a statement to put the material into a context. For example, when considering chemicals from plants, the teacher is told: "This section provides an introduction to chemistry with particular reference to carbohydrates and proteins. It provides an opportunity to

illustrate the wide variety of chemicals available from plants." Immediately, it can be seen to be of primary interest to both the chemistry and biology teacher and, with a co-ordinated approach, the prime aim of eliminating unnecessary duplication, with which the single subject approach is burdened, can be appreciated.

This is accompanied by two columns of data: one lists "knowledge and understanding" which will be tested in examination papers, and the second describes "processes and problem-solving activities" appropriate to the context and pointing out the opportunities for co-ordination.

Throughout "it is not the intention of Nuffield Co-ordinated Sciences to rewrite the now well-established aims of a balanced science course," say the proposals. "Rather, it has been the intention to develop a strategy by which these aims can be achieved."

But there are many roads to heaven, often with diverging paths. In the Nuffield draft, the science is divided into the entire structure and then rebuilt, it discarding redundant materials that did not fit in with the new architecture of a modern syllabus. The building bricks were not classifications but issues such as heating, clothing and food, setting the science immediately in a social context.

Suffolk education authority took the democratic road and asked every science teacher in the i.e.s. what they thought essential and then built a "consensus" model. As Leslie Smith, Suffolk science adviser, insisted that the new course "lacks nothing but essential duplication", but gains from having the confidence and support of all teachers from the outset.

In the process, all teachers were able to address the question of what pupils were "capable" of doing. "Up to 16 years, it is no good putting things forward if they are beyond the capabilities of children of that age." He added that the results were most reassuring about teacher expectations because they had by no means underestimated what pupils were able to achieve if properly stretched.

He boasted: "This may sound swollen headed but I do not think Nuffield Co-ordinated Science is in the same league as us. We go along with the DES 5-16 science policy document and all that it recommends about skills and processes. In fact, on other science in the country has that," he insisted.

Mr Maurice Ebbson, education officer for the Institute of Physics, has

picked on a more fundamental point that challenges not only the Nuffield approach but Salter and Suffolk too.

The Double Award relates to examinations, not to the syllabus. And the DES, for all it talks of double award science (two-thirds each of physics, chemistry and biology) does not mention it in the document.

"There is also a worrying assumption that physics, chemistry and biology serve adequately for all sciences, which include a diversity of disciplines from astronomy in the earth sciences. On this the DES does not sit on the fence, it pretends that the fence is not there."

Having said that, he prints out that "many physicists welcome the co-ordinated approach, as I think I do, it is scandalous that biologists know nothing about physics and vice versa."

Unfortunately, he added, some science advisers have gone overboard in accepting the co-ordinated approach because it makes their job easier. "If you have a surplus of biologists, you no longer need to look for physicists. They solve social and economic problems while pretending it is an educational issue," he said.

Whether the question is one of autonomy of the specialist, syllabus design or teacher shortages, Mr Jeff Kirkham, director of the Secondary Science Curriculum Review, believes the worries are prone to over-react. His scenario is that The Sciences: Double Award (for something like 10) will come to the fore and Nuffield Co-ordinated Science, for example, will be taught initially by the specialists who will be attracted to other disciplines and end up teaching them.

In the 1980s the three sciences were taught from year one but it is rare now to find a school where year one and two are not devoted to general science. Indeed, the Fairbrother-Skinner report last year showed a small but significant increase in the number of girls taking physical sciences higher up the school as a result.

Eventually, he envisages, there will be full integration, with the Fairbrother-Skinner factor influencing the choice of sciences from 11 to 16 and beyond.

On a broader point, Mr Kirkham added: "Like it or not there is an imbalance in the old single subject curriculum. Physics, more than any other discipline is a criterion for further and higher education. We have now convinced the profession that balanced science is acceptable."

"Because the emphasis is less on amount of time, an unhealthy imbalance in time spent on sciences and arts occurs. With the traditional physics, chemistry and biology taking 33 per cent of the timetable, there is either a glut of science at the expense of arts, languages and humanities, or one or more sciences is dropped at 14 with the consequent sex stereotyping of physics for boys and biology for girls."

continued

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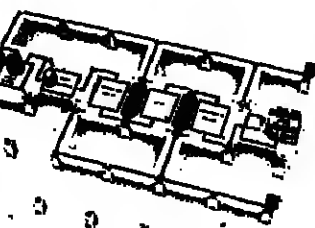
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Physics teacher shortage: an Open University contribution

Support package

JEFF THOMAS
KATHARINE PINDAR

Two imperatives may be said to have launched the Open University's new *Physics for Science Teachers* project, which will produce for next summer a multimedia package of materials designed for the support of science teachers up to GCSE level. These are the current shortage of well-qualified physics teachers to take GCSE courses - seen both in absolute terms, and in the context of the large numbers of teachers taking physics classes who are not themselves physics specialists - and the expectations now laid on science teachers to prepare themselves for teaching across a wide range of science, in pursuance of the goal of broad and balanced science for all.

With financial support from the DES and British Petroleum, the Open University has established a course team of its own experts on physics and distance-learning, working with practising science teachers, advisers, and consultants from the wider world of science education. The aim is to produce a package of learning materials which will help to provide the necessary in-service support for hard-pressed science teachers, by increasing their confidence and proficiency to teach physics either in single subject or double certificate options. Suitable for teachers of chemistry and biology now moving into physics, the package is fully supportive of the teaching of balanced science, focusing on the physics-orientated components of the modern balanced science curriculum.

In setting about its task, the OU team was well aware of the many-faceted nature of the response to the DES consultative document of 1986, *Action on Teacher Supply in Mathematics, Physics and Technology*, which is producing other laudable initiatives such as those proposing one-year full-time courses of further training for science teachers. However, the OU initiative is complementary to those offered by other institutions of higher education, with a unique mix of features likely to interest the other institutions, as well as teachers and I.e.s. advisers.

Combined distance and face-to-face teaching

The Open University is an established leader in the provision of distance learning courses and packages, well-known as such to the many teachers who have already topped up their professional qualifications with an OU degree, diploma or single course of study. At its core the *Physics for Science Teachers* package will be a self-contained distance learning course

based on physics content material drawn from existing OU science and technology courses, although greatly enhanced to cover the teaching needs - for social and technological applications, and for process as well as content - of practising teachers. Two of the six blocks of the package, moreover, will be specially written to cover contemporary issues of science teaching in relation to the everyday needs, practices and problems of classroom teaching, and to look at the place of physics within the modern science curriculum.

While it will be possible for individual teachers to purchase and study the package as just described, to be fully effective the materials should be studied in the context of local support and provision. The OU team strongly recommends to purchasers that group study days should be arranged to give teachers the practical experience in the handling of equipment which they need, and the chance to discuss problems and classroom applications with colleagues and with an experienced tutor. The university is, in fact, aiming to provide its materials as one component in a blend of face-to-face and distance in-service training, with the partner being in many cases the I.e.s., at other times colleges who will embody the package in their own in-service training programmes, and in some cases consortia of schools. Through this partnership, already developing with many I.e.s. in England, a valuable face-to-face dimension may be added to the distance learning package.

School-focused, locally based

A further vitally important focus should be supplied by the developing partnership: the opportunity for teachers to study the package for part of the time in school surroundings, with access to the laboratories where teaching actually takes place. The recommendation of the university team is that I.e.s. should where possible arrange release of teachers for half a day a week to study the package, and one full day of group study per block is also urged. The package is expected to take, as a whole, up to 300 hours of study including the time required for group sessions, and it is suggested that it could be studied over a school year, taking up to 10 hours a week including the half-day release recommended, although a longer

study time would also be feasible. No extended period of release would be needed, and travel only to such local centres - whether another school, a teachers' centre or a college - as might be convenient for group sessions. The OU will be involved in the hiring of locally-based tutors, who may be experienced heads of science or college lecturers, depending on local availability.

In keeping with this local focus, it is envisaged that certification for the package will be arranged locally in the first instance, whether by the I.e.s. or college acting for it. The package is not an award-bearing Open University course, but a set of resource materials offered to local authorities, colleges and schools, to develop and enhance as local needs require.

Up-to-date teaching

Study of teachers' perceived needs for physics in-service training, such as that conducted earlier this year by Dr Robin Millar of York University, has shown that topic areas where non-physicists find or expect to find major teaching difficulties include those of electric circuits, electronics and electromagnetism. The OU package will cover these and other major areas of physics required by the GCSE syllabuses with the aim of giving teachers both familiarity with and confidence in teaching the topics, including confidence in using electronic and other modern equipment. Moreover, as the six blocks of the package will be largely self-standing, teachers will have the option of concentrating on those areas of content where they have greatest difficulty or inexperience. The format of the package will allow flexible use of the blocks, following its phased presentation in the summer of 1988.

To sum up, therefore, the *Physics for Science Teachers* package will offer the individual science teacher the opportunity to acquire further knowledge of physics and how to teach it, at his or her own pace, through a combination of home-based and school-based study, and with hands-on experience acquired at a local centre. The upheaval of extended release or removal from the classroom will be avoided, yet expert assistance and the advice of colleagues should be built in. With the help of its partners, the I.e.s. and others, the Open University will provide a package which addresses an immediate national need in a unique and attractive way.

Jeff Thomas is Leader of the Physics for Science Teachers Project and Katharine Pindar is Information Officer

Many roads to heaven continued

content and more on context and process, as well as trying to promote knowledge and understanding of science, it is less crucial to teach physics as physics," he said, fully aware that many would say this takes education down the path of financial expedience that Mr Edison gave warning of.

It was always an issue that needed vigilant attention, he agreed, but those who played that card often did so with sleight of hand. "The shortage problem exists whether or not we move to balanced science." In the near future, that issue had to be tackled regardless. "In the long term, however, I think the study of balanced science will alleviate the problem," he said.

And for all the talk of one approach being preferable to another, the schemes are producing results which fit the double award scheme with only minor adjustment. Mr Smith said that the Suffolk syllabus "almost matches" it, apart from a few minor points.

He would like to see the criteria adjusted to encompass the needs of Suffolk but he admitted: "If we don't get our way on the double award then we will adapt our syllabus. It would be a matter of small changes and we are flexible enough."

The Science Double Award may not be the perfect model for everyone but they do seem to have concentrated the minds of science educators who are not willing to see their syllabus cut out un-

Thematic

The Usborne Illustrated Dictionary of Chemistry. By J Wertheim, C Oxlade & J Waterhouse. Usborne £3.95, £5.95, 0 86020 822.2.

Eye-catching, with its numerous illustrations, concise text and colours so bright it was with some relief that I reached the short black and white section at the end, this dictionary will easily engage the students' attention.

The definitions, accessed alphabetically via the index, in the main text are grouped into themes, each of one or two pages, so the definitions are put into context and given more meaning. This works well for the physical chemistry themes, which occupy nearly half the book, except on the few occasions when the content seems compressed. The inorganic section gives brief summaries of the groups of the Periodic Table. There follows a good organic chemistry section, a linked five-page reference to environmental chemistry, and a final general section. This organization of contents is suited to the more traditional chemistry syllabus.

The definitions given are sufficiently clear and accurate for students up to GCSE level. The writers suggest that the dictionary can also be used as a revision aid, but there is insufficient detail for the high fliers, and for the average student the reading level seems high.

Lynne Marjoram

EXTRA

Coping will be mandatory - the national curriculum will make it so

INSET: a priority for balanced science

JOSEPH HORNSBY

In the world of science education the combination of events over the last two years and the issues now looming on the horizon only serve to emphasize (as if teachers needed reminding of it) that we are part and parcel of a period of major and continuing change. And the pace is unlikely to slacken. Teachers and schools will have to cope not only with the introduction of the new curriculum but also with the process of change itself.

Coping will be mandatory - the national curriculum will make it so. However, all is certainly not doom and gloom. Teachers want to do a great deal more than just "cope" and there is much to be optimistic about. The development phase of the Secondary Science Curriculum Review (SSCR) revealed some outstandingly good practice in schools and highlighted the professional dedication of many science teachers.

Another promising sign is that increasingly teachers are expressing (some in public) a concern that their present level of expertise, while ninking a positive contribution to the changing framework of curriculum provision, may be inadequate to deal with all the different demands which will be made on them in the coming years. This examination of the science teaching conscience emphasizes the crucial importance of in-service education and training (INSET). It must be sensitive to teachers' fears and encourage the sharing of good practice. In addition, it must assist practitioners to consider, to learn and to gain in confidence, and so enable them to deliver the kind of curriculum to which young people are entitled. The need for appropriate INSET is recognised by the DES in *Science 5-16: A statement of policy* and a recent DES Press Release (24/7/87).

The Secondary Science Curriculum Review, too, has made it an integral and consistent part of its proposals for introducing balanced science for all in the 11-16 age range.

Teachers will recall with mixed feelings the major focus on INSET for GCSE. Can things be different? Can they be better? To answer these questions we need to examine what is expected and what is on offer.

In terms of expectations it is clear that secondary schools of all shades, at least in the maintained sector, will be expected to move towards broad, balanced science in one form or another. In *The National Curriculum 5-16: a consultation document* (paragraph 77) the Secretary of State indicates that the new National Curriculum Committee (when it begins operation) should "capitalise on the achievements and work of the School Curriculum Development Committee." The SSCR is identified as one of these achievements.

Possibly for the first time in their careers, teachers have been asked, under the terms of the DES Circular 6/86, for their views on the type of INSET they consider would be most useful in their work. The process of consultation, while it has much to recommend it, has not been entirely successful, not least because of the timing and distribution mechanism for such circulars - and many seem to have been caught on the hop. Will the implementation of the 1988/89 proposals be different in their effects on teachers? Is it likely that as a result of many schools not grasping the opportunity during 1987/88, the authorities may change their *modus operandi*?

The reasons why schools may have been slow to act are not difficult to identify. One crucial factor is time: time to evaluate current provision; time to identify areas of concern; time

to plan and organise INSET appropriately for individuals and the department. Time is something in short supply in the teaching world. If you enjoy (sic) non-contact time (and primary teachers rarely do) it has to be shared out to cover all the other demands of a busy teaching programme.

The net result could be that decisions on the INSET priorities for schools are made without adequate consultation. Is there a way around this apparent obstacle? I think there is and I'd like to explore a particular and common scenario to explain this.

An individual teacher - it could well be the head of department - recognizes the inevitability of moving towards balanced science. This may or may not be as a result of I.e.s. prompting. Initially, a teacher may have to make a case to support the introduction of balanced science to replace the (likely) provision of separate, uncoordinated sciences. Such a case presented initially to fellow colleagues might stress the need for:

* The development of an INSET policy which identifies specific INSET needs.

Many local authorities now have, at least in draft form, a policy for science education. Such policies are required under the terms of the 1986 Education Act. Each science department should develop its own particular policy, in line with the I.e.s. parameters.

* The evaluation of current curriculum provision to identify good practice and possible weaknesses.

With appropriate training it is possible, desirable even, for the members of a department to carry out this curriculum analysis. Better still would be a geographic cluster of schools working together towards a common policy.

* The preparation of a submission to the governors seeking their support for the change.

* A collection of information/publicity material directed towards parents and employers to promote the new policy.

* Organization of the INSET programme to meet the needs of the department together with mechanisms to evaluate such provision and the process of change.

The SSCR is using INSET to promote the implementation of balanced science and to disseminate the findings from its earlier work. It can offer advice, guidance and positive assistance through its regional project officers and through its publications in the *Better Science* series (reviewed in *The TES* 26.6.87). Particularly pertinent here are *Better Science: Learning how to teach it* (Curriculum Guide 12) which focuses on initial curriculum evaluation, identifies a range of INSET resources and provides an in-service "gateway" to the other 11 guides. It also contains a bibliography which will help in the development and running of school-based INSET. In *Better Science: Making it happen* a case study of one school implementing change includes detail of the negotiations likely to occur between a depart-

ment and the school governors. In addition, the Review can provide teachers, advisers and INSET providers in higher education, with a range of support not always accessible through other sources. These include:

- * access to a library of materials listed in *Better Science: A Directory of Resources* so that teachers can review before they buy;
- * information about curriculum developments and where they are taking place;
- * in-service activities directly related to specific needs identified by a school. These include INSET programmes and courses;
- * materials which offer support in developing different learning and teaching strategies or contexts for science education;
- * advice on resourcing the introduction of balanced science;
- * negotiation, where requested with I.e.s. for INSET provision; and
- * help in evaluating teaching materials.

The Review is also working with other organizations in the provision of in-service support. In January 1988, the BBC are to begin transmission of a science INSET Series, "Balanced Science for All". It can be used to complement or replace the school-based INSET developed by a science department. It focuses specifically on the teacher's work in the classroom. Currently, much in-service education in science is managed by local authority advisers. With the advent of the national curriculum the present expectation is that their role will shift towards monitoring the implementation of that curriculum. At about the same time (August 1988), the Review's present funding will cease, thus removing another important science INSET manager and provider. What then? Make use of it while you can.

Joseph Hornsby, Secondary Science Curriculum Review

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EXTRA

You can lead a horse to water...

Disseminating SATIS

JOHN HOLMAN

The story is told of the independent school head who addressed an audience of parents in his school's future curriculum plan. "We have considered the new GCSE examinations very carefully," he said, "and we have decided in the end to continue with O levels."

If the truth about GCSE took so long to percolate through, consider how much harder it is to spread the word about new curricular materials whose adoption is entirely voluntary. Anyone who has been involved in curriculum development knows that developing and writing is the easy part. The difficult thing is to get people using the materials, and using them in the way they are intended.

You only have to look at the Prep Room shelves in any school science department to see projects, worksheets, glossy brochures and resource books, the pride and joy of their creators, quietly gathering dust. When the Association for Science Education set up the SATIS (Science and Technology in Society) project back in 1984, we decided that we must build a dissemination programme into the project from the start if we were to avoid this problem.

The idea of the SATIS project is to help teachers show the social, economic, technological and related aspects of GCSE science courses. There is a specific requirement to include such aspects spelt out in the national criteria for the various science subjects, but there has been a shortage of suitable materials. We have produced a range of resource units, each quite short and linking to a specific science topic. For example, *Test Tube Babies* links with work on reproduction, *How Safe is Your Car?* links with forces and acceleration, and *A Big Bang* follows on nicely from work on combustion. Seventy units have been published so far, and a further thirty are due out in January.

SATIS units are designed to be interactive. Activities such as discussion, role-play, decision-making and data analysis are all featured, the idea being to get students more actively involved than simply reading or listening to the teacher. This interactive approach is one of the novel features of SATIS, and although it can be very effective in the classroom it takes time for science teachers to get used to some of these new techniques. This makes effective dissemination of the project all the more important.

In a way, spreading the word about SATIS has been relatively easy because we had a ready-made team to do the work. The project materials were developed by a group of teachers, all working voluntarily at weekends and

in their own time. The SATIS writing group is distributed around the country, and they comprise a ready-made network.

We began by writing to all the people we thought would be interested in organizing a session on SATIS. They included science advisers, ASE region secretaries, leaders of SATROs and tutors in university departments of education. We simply offered them a SATIS session on the condition that they paid the speaker's expenses.

At first we left it to the organizer to decide what kind of session should be held—a formal talk, a talk followed by a short workshop, a longer workshop or even a whole-day session. These sessions might be one-off occasions, perhaps an evening after school, or part of a longer programme of in-service training. We quickly discovered that the most successful sessions involved a minimum of talking on our part and a maximum of doing on the part of the teachers involved. The really successful sessions are those in which teachers use SATIS units in the way they are intended to be used by their students. It is only by such first-hand experience that teachers can really appreciate the effectiveness of, for example, a role-play or a group discussion.

In any case, a group of teachers is no different in the way they learn than a group of students—why should they be? They become just as saturated after half an hour of monologue as any class of 15-year-olds would—perhaps more so at 3 o'clock after a full day in the classroom.

Our sessions generally begin with a 10-minute introduction to the SATIS project and its general aims. We briefly show the teachers our publications, and then break up into smaller groups to try out one of the units. For example, a group of four might use *Dam Problems*, a role-play exercise concerning the environmental impact of large hydroelectric projects, or a smaller group of two or three might tackle *Electricity on Demand*, a decision-making task concerning electricity generation and the use of different types of power stations. Thirty minutes or so is usually enough for them to get a feel for the unit, and there is then usually time for them to tackle a second unit.

It is a delight to see the way tired,

classroom-weary teachers quickly become alive as they get involved in using the units. It is also interesting to compare the performance of a group of teachers with that of the students for whom the units are intended. Often the teachers actually find the units more difficult because of the greater sophistication of their response: they see nuances that most students would miss. One teacher in a session we held recently had the uncanny experience of working on the very same unit that he had set his class to do in his absence.

After the teachers have tried out one or two units, we come together again for a concluding discussion. These sessions are usually very lively, and the critical appraisal of the SATIS materials has provided valuable feedback to inform the further development of the project.

It is interesting to observe the response of different groups of teachers to the workshop activities. Physicists are usually the most reluctant to take part: perhaps they take more seriously than other scientists the purity of their subject, and have more serious doubts about "contaminating it" with social aspects. One of the most difficult

groups to get started was a meeting of exam board officials, who regarded the whole exercise with great suspicion. But after a cautious start they played their roles with as much gusto as the liveliest group of teachers.

As the SATIS materials become more widely used in schools, we find the style of our workshops is evolving. It is now less a matter of telling people about a new project, and more of letting them know about future developments, and giving them a chance to try out units with which they are not familiar. There is an opportunity to share ideas on different ways of using SATIS materials. It is extraordinary how imaginative teachers can be in the way they adapt materials, and we are discovering SATIS units being used in ways which we never dreamt of. We have found them widely used outside the GCSE courses for which they were originally intended, for example in CPVE courses.

One school used *The Story of Fritz Haber* with a sixth form group, and it made such an impact that some of them wrote a play based on the unit. They performed the play in the school drama competition, and later entered, and reached the finals of, a national schools drama competition.

There has been a lot of overruns

interest in SATIS, and one or two of our group have had the interesting experience of running dissemination sessions overseas. Naturally, some change of approach is needed: for many teachers in other countries, role-play and decision-making exercises are even more alien than they are for physics teachers in Britain. And there can be some surprises. One member of the dissemination team agreed to run a workshop in Singapore. On arrival he was confronted with an audience of no less than 250 science teachers in a tiered lecture hall. This somewhat limited the opportunities for group discussion, but nevertheless every one of the teachers present had the opportunity of trying out SATIS units. Incidentally, this audience represented over half of the total number of science teachers in Singapore.

Having set up this dissemination exercise, it now largely runs itself. Members of the team become known in their own area, and workshop organizers approach the team member directly rather than using the central SATIS organization. It is difficult to count exactly how many sessions have been held, but we estimate it must be around 150. We are hoping that all this effort will make SATIS a resource that is actually used, rather than left to gather dust in the graveyard of well intentioned curriculum development projects.

Further information about the SATIS project can be obtained from John Holman, Watford Grammar School, Rickmansworth Road, Watford WD1 7JF.



Playing the students' role: teachers try out SATIS units in a workshop.

Alpha

Concise Physics. By H Matyka. Edward Arnold £8.95. 0 7131 3593 X
Calculations for A level Physics. By T Lowe and J F Rounce. Stanley Thornes £7.25. 0 85950 144 2

Both these books emphasise the mathematics associated with A level physics. In one case, as its title proclaims, it is the numerical work which dominates; even so, there is a deal of theory integrated with the exercises. In the Edward Arnold work, the proportions are reversed. A terse treatment of all the standard topics of the syllabus is well presented. Especially significant facts, equations and so on are highlighted by italics, bold type or enclosed in "boxes" so that they stand out on the page. Diagrams are good, clear and well labelled. An index is helpful, as are several pages of advice on study and revision.

At this represents a thoroughly satisfactory complement to classroom teaching. Whether the treatment is as effective for a private student (who could well be among the author's targets) is somewhat less certain. Because the text is so condensed, with the whole subject covered in a little over 300 pages, explanations of new material are necessarily brief. The result is a good substitute for a student's personal notebook.

Indeed, it is superior to any notebook likely to be compiled by an individual, for the contents are accurate, the selection of material is well proportioned, and the illustrative examples are apt and effective. Nevertheless, if there is no tutor to expand on the basics, or available to resolve the inevitable queries, a reader on his or her own could flounder.

Two small points may illustrate the difficulties. Heat is defined on page 112 as energy which is transferred by convection, radiation or conduction, but there is no explanation of these terms. The index leads to a longer paragraph on conduction (page 143) but does not contain the other two terms, although page 143 does mention convection currents. Again, on page 238 comes a definition: "A semiconductor is a material whose resistance decreases with increasing temperature and the addition of impurities". Full stop. Such a bald statement must puzzle a student meeting the subject *ab initio*.

An introduction to this book contains some thought-provoking points, including the fact that "the gap which exists between GCSE and A level physics is very wide, wider perhaps than that between A level and the first year of university". We cannot know yet how well prepared future generations of entrants to A level courses will be. But the demands set out in these books are considerable.

These demands include a sound knowledge of basic mathematics, and the ability to apply it to practical situations. To this end, the second book could be of great value. Hints on techniques of dealing with numerical questions in examinations, and a summary of "essential mathematics", lead to a proper (yet sometimes neglected) consideration of units and errors, and of significant figures and orders of magnitude. The topics of the course is epitomized, and accompanied by examples worked in full, further exercises and a collection of questions of examination type. There are answers and hints, tables of symbols and an index. The whole is splendidly conceived, executed and printed. Authors and publishers may congratulate themselves on an alpha performance.

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Governing



Scarcely a week passes without the announcement of some new, earth-shattering educational reform. Discussion documents tumble over one another. New laws (like the Education No. 2 Act, 1986) get amended even before they have come into force. Fashions too, change as fast as Ministers. Often style is all.

But one theme has persisted amid all the current distraction—indeed it underlies many elements in the Government's reform. This concerns the governing arrangements for individual schools. Over the past 10 years—since the Taylor Report—successive governments have been looking at ways of reforming the powers and the composition of governing bodies and redefining their relationships with local authorities. The latest instalment of this process of redefinition will be seen when Mr Baker publishes his great education reform Bill a few weeks hence.

Changes in the composition of governing bodies have increased the proportion of parents, along with teachers and other community representatives, who share the duties of governance with the once-dominant political nominees. Some local authorities have gone faster than others. Now all will have to conform to the rules laid down under legislation.

The Government's determination to cut the education authorities down to size has given governors a new significance as guardians of the public interest in education. Governors will be first in line to supervise Mr Baker's national curriculum. They will be expected to oversee each school's disciplinary policy. They will have important new responsibilities for the appointment of heads and staff.

What this Government grandly calls "financial delegation to schools" will now mean secondary school governors have to preside over budgets calculated in millions. Their accountability will include a narrow, audited stewardship of money, alongside a broader, but no less exacting, responsibility to parents for the running of the whole school.

Until now it has not always been easy to find suitable people to serve as governors. The Government clearly believes, rightly or wrongly, that giving governors bigger responsibilities will make the job more attractive. More than 100,000 parents will be required, and if they are to do conscientiously all that is demanded of them, they will need to be trained and equipped for the tasks.

Many of those who are drawn into these activities will be—and certainly should be—readers of *The Times Educational Supplement*. With all the quite proper emphasis on parent governors, the important role of teacher governors should not be overlooked. Hence this, the first of eight special pull-out sections which together will provide an introduction to governors and governing—a topic in which we shall take a continuing interest in the years ahead.

It is going to take several years for the new arrangements to shake down. Much of the learning can only be done by doing. No-one yet can foresee how the politics of governing bodies will change when power accrues to them at the expense of local education authorities. There is a long way to go to put formal training for governors on a proper basis. Whatever happens there will be a role, informally, for a weekly educational newspaper to make its contribution. Here is a first instalment.

Stuart MacLure

- ☐ Curriculum: legal obligations **Week 1**
- ☐ Governors & the Education Acts
- ☐ Scotland
- ☐ Ted Wragg's comment
- ☐ Fact file
- ☐ Curriculum context **Week 2**
- ☐ Police
- ☐ Sex education
- ☐ On being a governor
- ☐ Case study
- ☐ Ted Wragg ☐ Fact file
- ☐ Pupil discipline: do's and don'ts **Week 3**
- ☐ Staff: appointments, disappointments
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Ethnic & parent governors **Week 4**
- ☐ Relationships
- ☐ Welsh woes
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Finance **Week 5**
- ☐ Voluntary aided schools
- ☐ Local financial management
- ☐ Case study ☐ Fact file
- ☐ Ted Wragg
- ☐ Annual meetings **Week 6**
- ☐ Opting out
- ☐ Letter to a new parent governor
- ☐ Case study
- ☐ Ted Wragg
- ☐ Fact file
- ☐ Examinations **Week 7**
- ☐ Training: a governor's needs
- ☐ Responding to change
- ☐ Case study
- ☐ Ted Wragg
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Governors & Governing

Idea of partnership still valid

CURRICULUM

Barry Taylor focuses on the governors' responsibilities for the curriculum

I attended more than 300 governors' meetings between 1965 and 1973 and recall only one discussion about the curriculum, a heated exchange between the head of an East Riding secondary school and a local farmer's wife. She was prompted by his uncharacteristic admission to the governors that he was unable (or unwilling) to provide cooking - for girls only, of course - beyond the third year. By the accounts I now receive of governors' meetings, things have changed somewhat, but by no means radically. It is still a rare occurrence for a head to be challenged on a curriculum issue, nor have we been inundated by comments upon the i.e.a.'s curricular statement from governors. But still this is set to change.

The 1986 Education Act, Sections 16-19 inclusive, has been widely reported as giving governors "control over what is taught". Even though the advent of a national curriculum could undermine the governor's role, as well as the i.e.a.'s, even before the Act is fully implemented, the terms of the Act do still envisage a partnership between i.e.a., governors and head.

Throughout there are requirements for consultation, compatibility and for the governors to consider representations from the community - and the chief of police. They are even required to comply with the "reasonable conditions" of the i.e.a. Under the '86 Act, the governors are precluded from defining their own curriculum unless they can persuade the head to go along with them but the national curriculum consultation paper proposes a change in that balance of power: the head would be given the responsibility of implementing the national curriculum in accordance with i.e.a. curriculum policy, as defined and modified by the governors. The days of governing bodies which simply act as a chorus of approval for whatever heads put in front of them, are now, clearly, a thing of the past.

Before considering what the Act requires of governors let me follow the pertinent example of Felicity Taylor (page 3) and pin down a working definition of the curriculum. For Her Majesty's Inspectorate it consists of all those activities (designed or encouraged) within the organizational framework to promote the intellectual, personal, social and physical development of pupils. An authority of equal weight, David Hargreaves, (*The Challenge for the Comprehensive School - Culture Curriculum and Community*, published by Routledge, Kegan and Paul) also sees the curriculum as going far beyond what the teacher does for the child in the classroom. He, and many others, have distinguished between the "formal" or prescribed curriculum, including not only classroom but many extra-curricular activities, and the "hidden" curriculum - what children learn from being a member of the school society in terms of values, behaviour patterns and relationships.

It would be possible for a governing body to interpret its duties as concerned solely with the formal curriculum and still fulfil the letter of the law; although in practice this may be difficult because the two aspects of the curriculum are so inter-dependent. Any such attempt would be rightly resisted, by most heads and most i.e.a.s.

What then are the responsibilities of governors? The "conduct of the school" is placed "under the direction of the governing body". That seems all-embracing, but section 16 reminds us that the articles of government, regulating the governing bodies' powers and duties, are made by the i.e.a. which can "confer specific functions on any other persons" - in particular, presumably the headteacher whose role as manager of the curriculum will continue to be critical.

The starting point of determining the curriculum for a particular school still lies with the i.e.a. They have to "determine and keep under review" their policy on the secular curriculum

and provide a written statement to the governing body for consideration. The governors must either accept it or if they wish to depart from it totally or in part, substitute their own written statement.

Whatever the powers to modify the curriculum likely to be given to governors when the 1987 Bill is enacted, it is already true that the headteacher must follow the governors' lead in relation to sex education.

In voluntary aided and special agreement schools the governing body control the content of the secular curriculum and need only "have regard to" i.e.a. policy. They then "allocate" functions to the head.

All i.e.a.s will either have a curriculum statement in place or in the final stages of drafting because of previous government requirements placed upon them. Obviously they will vary, but key principles are widely shared. The statements are usually conceived as "A framework within which schools have freedom to operate" and "not meant to be prescriptive in detail" (*Somerset LEA - Statement on the Curriculum*).

The notion of a minimum entitlement is common, the essential offering which should be available to all children, often expressed in terms of language and number, science, the aesthetic, creative and physical. In addition all i.e.a.-maintained schools must currently offer religious education based on the i.e.a.'s Agreed Syllabus. None of this actually addresses the subjects to be included as the national curriculum document does for the future, or the time allocation to be given to them. It is bound to be a key issue for every governing body as to the extent to which they should involve themselves in the detail of curriculum planning and timetable building.

In primary schools it will be difficult to assess the weight currently given to the various aspects of the curriculum. All will concentrate on language and number skills but may do so via topic work - perhaps a study of the local environment. Some areas will be covered regularly, others intermittently. Class teachers within the same school may have different methods, some didactic, others giving more rein to pupils' individualism.

The proportion of practical as opposed to the theoretical work will vary. Any attempt by a governing body to standardize curriculum content or teaching style is likely to meet fierce resistance, giving the established traditions of primary teachers. Governors may find that, having established broad principles, the most effective means of monitoring is by inviting each class teacher to report directly to them at regular intervals rather than all teachers giving a detailed written statement.

At the secondary stage, similar principles are likely to be offered to governors both by the i.e.a. statement and by heads. Subjects are bound to be more evident, however determined staff may be to cross subject boundaries. There will be elements in years one to three similar to those in primary schools, head and staff, i.e.a. and governors are likely to expect linguistic and literary content, maths, science as well as the aesthetic and creative, physical and spiritual aspects.

However, in years four and five the exigencies of external examinations mean teachers, pupils and probably governors, have usually sought greater depth of study; and therefore paid the price of narrowing the curriculum. Many i.e.a.s have tried to ensure, not only by their curriculum statements but also staffing policies, a minimum offering of English, maths, PE, a science; a humanities and an aesthetic or creative subject.

The governors do not face their legal responsibilities alone - or if their i.e.a. is one of the many now offering or preparing to offer effective training - voprepred. The i.e.a. curriculum statement provides a starting point and a check list of those issues to be considered. The head and staff are available, and now required, to report upon current practice and also preview and update what is on offer to the pupils. I cannot escape the conclusion that the notion of partnership in delivering a service of quality is as valid as ever. The governing body is now given much more responsibility for the process but that does not invalidate the partnership - It may even be that the partners will want to make common cause to ensure that the promised national curriculum is not unduly prescriptive or restrictive.

This article, and another to appear next week, was contributed by the *Times* Education Supplement.



Make your comments through the chair!

Ted Wragg

"I should be grateful if members would kindly make all their comments through the Chair." I remember to this day the first time I heard that somewhat bizarre statement. It happened at the first committee meeting I ever attended, and the two of us who were new to the game were left wondering whether we were supposed to address the gathering through the upholstery, or had stumbled unwittingly into a recording of *The Goon Show*.

It is the formality of committee language and procedures which can so easily put off parents and lay people not at home in such an environment, make newcomers feel silly, and prevent some members from speaking their mind in case they commit social hara kiri. Enter a committee room and people who, five minutes earlier, were calling each other Doris and Sid, telling jokes, or swapping holiday reminiscences suddenly switch to "Madam Chairperson," or "Can we take this under 'matters arising'?" without breaking their stride.

Yet one can see why a committee does need a certain degree of formality. It may have executive powers and be entitled to make certain decisions. Therefore a batting order (agenda), some background information (supporting papers), a record of the meeting's business and any decisions reached (minutes) are essential. Since discussions among a group of people can occasionally be acrimonious, someone needs to chair the event to give it a degree of orderliness and move the business on.

The request to address remarks "through the chair" will, supposedly, reduce the possibility of someone saying, "What you have just said is not true, you liar." Seasoned black belt committee members learn to say instead, "I wonder, through you Mr Chairman, if the previous speaker could be asked to give us the evidence for his remarks." Delivered in an icy tone, this is every bit as effective a sledge between the ribs as a frontal assault. Thus formality should be trimmed back to the minimum in governors' meetings. Most members are there to help their school rather than to be a bar.

A governing body is an unusual form of committee. For a start, although its powers have been increased considerably in recent years, it is still to some extent a sub-sub-committee of the county or city council. For the governors to make a significant improvement

the quality of science teaching in 23,000 primary schools, there is a limit to what it can do from its central position.

Even on a county council the politically elected member for Swinesville West will know little about most of the county's own 350 primary schools. To be effective at every local level it may be the governors of Little Piddlington County Primary School who are asked to look at and report on primary science work in their own school. The track from minister to school level, therefore, may run from government to county council, to its education committee, to its schools sub-committee, to each governing body, and then back again via all stations. That is why governors are elected for the local knowledge they have acquired as a parent, teacher, politician, employer or member of the community.

Having some responsibility for a school's conduct and curriculum often perplexes new governors in particular, and not a few experienced ones. What is the nature of their responsibilities and powers, governors frequently ask. The first important point is that they must act as a group, not as a set of individuals. The lady who marched into one head's study and demanded to be allowed to make an immediate inspection, because she had just become a governor, was in the wrong. She might well have asked for friendly chat or an informal look round, but official visits have to be agreed at governors' meetings.

It is this need to act as a cohesive group, rather than a set of maverick individuals or pressure groups, that leads to all official papers talking about the "governing body" or "governors" in the plural. Otherwise one governor might be twisting the head's arm to introduce lessons on drug abuse whilst another might be seeking a ban on them.

Secondly governors, even when they happen to be teachers in another school or otherwise professionally engaged in education, are there as the voice of ordinary people. The education partnership presupposes that the professional, the head and teaching staff, will be paid to take responsibility for the day-to-day running of the school, and that the governors, as the voice of the community, will discuss matters of importance and sometimes give a broad steer to the direction in which the school is moving, or will ask for complaints and suggestions to be considered. At its best it is the successful meld of professional expertise and lay interest which lies at the heart of effective school government. This is what makes the job of school governor worthwhile.

Future scientists and technologists - where will they come from?

Headlines in recent editions of this newspaper have indicated not only a drop in A level entries in the sciences but also reduced applications for degree courses in the sciences, engineering and medicine (subsequently described as the sciences). This situation is likely to get worse between now and 1995. Assuming that the requirements for degree entry do not change fundamentally from two A levels (or the equivalent AS levels) and the subject specific requirements remain in terms of mathematics, biology, chemistry and physics (or combinations of these subjects), then we face a serious problem. This is not a problem associated with the supply shortage of science and maths teachers, but of the numbers of school leavers.

Over the next few years, the cohort of students leaving school will be reduced, so that for every 10 students in 1985 there will be only seven students in 1995. These figures show that we can do nothing about it! If we assume that the same percentage of that group get two A levels and the same proportion wish to take up places on degree courses in higher education then the sciences group, from schools in England and Wales, will drop in real terms from 23 thousand in 1985 to 16 thousand by 1995. A significant percentage of degree candidates do not go direct from school to higher education, but via further education and employment. In consequence almost two out of five candidates for the sciences in universities, and two out of three in the public sector do not come direct from school.

However, 86 per cent of home students register for science degrees before they are 21 years, so the falling number in the cohort of young degree students will actually affect higher education sciences departments over the next 10 years. UCCA statistics already reveal that many sciences do not attract many more applicants than there are places available. A 30 per cent reduction in total applicants would make many departments non-viable. It is of concern that in 1986, polytechnics attracted only 180 students for physics. Employment projections for the year 2000 indicate a growing shortage of science/engineering qualified personnel unless significant steps are taken to redress the present situation.

The latest DES statistics point to a slightly better picture, for they anticipate a rise in the percentage of school leavers achieving the minimum qualifications. (From 16.7 per cent at present to 19.0 per cent by the year 2000). Another projection assumes that a higher percentage of those with minimum qualifications will take up higher education places and as a result the sciences applications by 1995 would be down by 16-20 per cent.

It is likely that higher education will adapt a more positive recruitment drive to attract more mature applicants in order to ameliorate the shortfall, but this will not compensate for these losses. Higher education is beginning to face the issues of falling rolls that schools have had during the past 15 years, with all the trauma of redefining and closure.

One solution requires a rethink about entry requirements to science degrees, and no doubt some changes will take place. But an alternative question might also be put. Is it possible that the percentage of candidates with science A levels can be increased such that, relatively, the loss will not be as great?

If we look at the number of school leavers with A level physics, for exam-

ple, we find that it is the second most popular A level and chemistry is third. (There is a significant variation in the percentage of A level passes by school leavers compared with global A level figures from subject to subject. For example, only just over half the A level passes in English are by school leavers, whereas it is three-quarters for maths and biology, and over 80 per cent for physics and chemistry.)

Most candidates starting A level physics would be expected to have an O level equivalent pass. Not all students with the potential to pass, take physics at O level. Typically, 40 per cent of school leavers have been awarded an O level equivalent in English, 31 per cent in mathematics, 30 per cent in science, 24 per cent in a science and mathematics and 21 per cent in English, mathematics and a science. In physics, however, it is only 16 per cent (in chemistry it is 14 per cent, and 16 per cent in biology). As the evidence indicates, about 30 per cent of students are capable of a pass in science here, for example, only half of these have a pass in physics. The reason is not hard to find: large numbers drop physics after the third year. For some this will be by choice, but for others it will be created by the option arrangements in their school. This loss to the system is particularly noticeable for girls, for less than a quarter of awards in physics go to them.

While this pattern remains, the percentage of students taking up physics at A level is not likely to grow. Ways to open up access to A level physics are either to make radical changes to the nature of A level physics syllabuses such that students could start the course without prior experience or examination success at 16, or to change the 4th and 5th year science curriculum in a programme that retained the three major sciences in the end of compulsory schooling. Courses in balanced science, incorporating the major science disciplines of biology, chemistry and physics, but in a double subject allocation of the curriculum, would enable successful candidates to choose any or all of the three sciences at A level. This proposal makes good sense - for the potential degree student, far those who require a science background in a wide range of vocations, and for general education.

There is good evidence that courses of this nature will produce more candidates for science. The article by Fairbrother and Skinner in *The TES* (April 18, 1986) compares choices and performances of two groups of students: those who had followed a double certificate science course with those who took two separate sciences to O level. It shows that the A level uptake in physics and chemistry of the first group improves and their examination success is not impaired. The evidence is strongest for girls, the group that can benefit most significantly and have the highest potential.

GCSE courses in balanced science are available from all examining boards. The new GCSE criteria for 'The Sciences: Double Award' will

Forward planning

JEFF KIRKHAM

strengthen these syllabuses, making sure that the syllabuses are adequate preparation for A level, equivalent to the separate sciences. It seems likely that the national curriculum proposals will confirm this kind of framework.

If in real terms, the future of the nation is dependent on the continued and increasing supply of well trained scientists and engineers, then these developments need the full support of higher education, the science professions including medicine, and the community at large including parents and governors. Only then can schools play their part in providing a curricular experience that will match the needs of potential graduates and the general population.

Balanced science courses demand of students knowledge, understanding, skills and abilities set in contexts which are applied to society, related to social, economic, environmental and technological issues. They are not soft option courses, but ones that will better equip school leavers to relate their education through science to life around them. They should motivate more to choose science at A level.

It is pleasing to acknowledge the support given to these developments by the Engineering Council, the Royal Society, the Fellowship of Engineering, Institute of Physics, Royal Society of Chemistry, Standing Conference on University Entrance, the Council for National Academic Awards and the British Association for the Advancement of Science. It would be good if these developments could be embraced by the whole science, applied science, medicine and engineering communities.

W J Kirkham is Director, Secondary Science Curriculum Review.

Biology update

Biology for Life (2nd Edition), by M V Roberts, Nelson £7.25
GCSE Biology for You, by C Smallman, Hutchinson £5.50, 119 159751 X
Biology for GCSE, by P Alderson and M Newland, Macmillan Education £4.95, 0 333 36335 6
Examining GCSE Human Biology, by M Jenkins, Hutchinson £5.95, 0 09 164731 2

Having negotiated the first year of new GCSE syllabuses schools should now be in a position to clarify their own demands for a course textbook. Standard biology texts have served well in the past for giving or supporting basic information. Two basic requirements of a new GCSE text should be that it provides extensive opportunities to apply basic biology in our everyday life (the personal, social, economic, technological and environmental implications) and be interesting and readable for pupils of all abilities.

The four books reviewed here, unfortunately, will probably not answer the prayers of many biology teachers although each does have points to recommend it. We are still eagerly awaiting an author who can assemble all the good features of existing books in one format.

Biology for Life (2nd Edition) has been substantially reorganized to reflect the four themes of the national criteria and new material has been added to extend coverage of the social impact of biology. Each of the six sections has roughly twenty topics. Each topic contains practical investigations and questions related to the text and graded in difficulty. Although much of the text will be familiar, this edition makes a very attractive book using full-colour diagrams and photographs which should make it a strong contender for who cannot wait for the new generation of GCSE texts.

GCSE Biology for You is another revised text but is unusual in that the original books were written for CSE biology courses. There are numerous advantages that complement the text, which is arranged in short paragraphs. Each topic is divided into a number of double-page spreads that

conclude in a summary and question page. There is also a final section of 20 GCSE examination questions drawn from four examination groups. The book is suited to pupils of lower ability or interest but the author has missed the opportunity of making her book more generally acceptable by not adding text of a more extended and general nature to encourage pupils of higher abilities.

It is also unusual to see a text that deliberately restricts its market and *Biology for GCSE* has done this by aiming specifically at the Southern Examining Groups syllabus. The book presents 40 topics, each covered in two or three pages which include questions and practical schedules. The SEG syllabus provides 'less to learn with more in understanding and more to do' and the text reflects this by concentrating on a detailed study of only two species - human beings and french beans! The text has been kept brief but at points a little too brief. The suggestion of linking each topic to last a week does show the thought that has gone into producing this book even if the small page and type size give a rather cramped and old fashioned appearance.

Examining GCSE Human Biology has also been well planned in respect of the new syllabus demands as one might expect from a Joint Chief Examiner for the Welsh Joint Examinations Committee. A helpful preface outlines the aims and objectives of GCSE and three domains of skills to be assessed: knowledge with understanding, handling information and problem solving, and experimental skills and investigations. The text is well laid out using photographs and two-colour diagrams, tables and titles, and each section contains a variety of questions for assessing domains 1 and 2. The material covering domain 3 is less valuable. The practical schedules are standard but of advice is given as to how they may be assessed. Some sections provide useful information on everyday aspects especially the Relationships Between Organisms theme. A useful book to have in the department even if you are not running a human biology course.

Pete Richardson

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EXTRA

The Children's Learning in Science Project

The interactive approach

ANGELA BROOK • ROSALIND DRIVER • KATE JOHNSON

The idea that "teaching" should start where children's "learning" has been a long time in the making. However, the last few years have given us a clearer understanding of the ideas about natural phenomena which children bring to their science lessons.

From an early age, children develop a range of ideas about their world which enable them to function in their physical and social environment. These ideas are common to the thinking of children from a wide range of backgrounds and cultures, but may be very different from school science ideas. For example, many children think of a moving object as having a "force of movement" within it, and that a continuous force is necessary to maintain motion: if no force is applied, the object's own force is used up and movement stops. (This way of thinking may persist into adulthood, even among university physics students.)

Other studies suggest that children are prepared to think of matter as particulate in nature, but have difficulty with the notion that there is empty space between particles, or that they can keep moving forever without something pushing them. Another example of children's ideas is illustrated below: food is seen as "stuff" which is taken in to make living things grow, hence plants are seen as obtaining food from the soil.

These are just examples from the wide range of children's ideas about the world which have been investigated by teachers and researchers, ranging

from notions of heat and temperature, light and sight, air and gases, to ideas of heredity, evolution and the place of the earth in space. The ideas that children have about the things around them are certainly of interest in themselves. However, if the purpose of science teaching is to move children towards an accepted, scientific view of the world, we need more than just information about the ideas they bring to science lessons. We also need to understand how we can encourage children to develop and change their conceptions.

For the last three years, the Children's Learning in Science Project at the University of Leeds has been developing teaching approaches which take account of children's ideas and encourage conceptual change. Drawing on contemporary perspectives in cognitive science, the project views children's conceptions of natural phenomena as examples of the mental models which humans continuously construct and use to anticipate and make sense of events. Children use existing mental models to make links

with and interpret any new situation; what is learned depends both on the learning situation and on the child's prior ideas. The link between new experiences and existing ideas is what makes science meaningful, but learning science also involves children modifying and restructuring their initial ideas towards an accepted science view.

This view that ideas are constructions of the human mind also leads to science itself and has a number of implications for science teaching. Firstly, science itself is seen not as a fixed body of knowledge but as a human enterprise involving imagination, communication and experiment, by which shared models of the natural world are constructed by a community of scientists. Furthermore, since science knowledge cannot be transferred from teacher to learner, but must be individually constructed, the curriculum is not viewed as "the knowledge to be taught" but rather as a set of experiences which enable and encourage children to make sense of scientific ideas. The teacher's role becomes that

of diagnostician and designer of learning experiences, rather than provider of knowledge.

The project has developed and trialled a number of schemes of work which put these ideas into practice. This curriculum development work has been based on an action-research model, where teachers worked as researchers, examining current teaching practices, reviewing the issues arising and designing revised strategies which were then trialled in their own classrooms. Thirty secondary science teachers from six L.C.A.s in west and north Yorkshire worked with the project to design materials in three topic areas: Energy (for 10-14-year-olds), the Particulate Theory of Matter (for 13-14-year-olds) and Plant Nutrition (for 13-14-year-olds). The materials have been designed to provide experiences which interact with children's prior ideas, give opportunities for critical evaluation of existing knowledge and encourage conceptual change.

This conceptual change model is reflected in the design of lesson sequences. Initially, children are encouraged to make their own ideas explicit, and to share and compare their views of the world with those of their peers. This is followed by experiences which encourage children to clarify, evaluate and restructure their ideas. Later lessons provide opportunities to apply new knowledge in familiar and novel situations, and at the end of the sequence, children are helped to assess the change in their ideas. A wide variety of classroom strategies involving small-group work are employed in the teaching schemes; these include poster production, children's personal diaries, worksheets, structured writing, brainstorming, card-sort exercises, experimentation and technological problem-solving.

Children's reactions to this different way of working in science were generally positive; diaries included comments such as:

"We were able to think a lot more for ourselves and we were able to put forward our own ideas, and each idea was discussed."

"Our experiment had mistakes in and we learned from them. This is why I liked it most of all."

"This way of teaching is a little different to how I have been taught by other science teachers, eg more of the class's ideas are brought forward and

are used to explain things and to help other pupils to understand."

Reactions from teachers were also positive, though most were conscious of the constraints of the day-to-day demands of life in schools. All the teachers recognized the demands of "diagnostic teaching":

"It is more difficult to set up than traditional lessons. You really need to think ahead. It's essentially a dynamic process."

"The teacher is required to plan carefully and to be able to think on his or her feet."

Some teachers commented on the enthusiasm with which children entered into the new activities, and were encouraged by the extent to which less confident children became involved in discussion work.

"I found it refreshing that so many children were enthusiastic about being given the opportunity to express their own ideas and to test them."

"As the teaching progressed I noticed increased willingness on the part of pupils to involve themselves in the less familiar lesson activities, eg discussion work."

Clearly, teachers are themselves part of the curriculum in action, and make an essential contribution to the learning process. However, we also recognize that, just as children have prior ideas about the natural world, teachers have prior ideas about the teaching and learning process, and it may be that these personal beliefs are a major factor influencing their actions in the classroom. An important aspect of the project's work has been this provision of opportunities for teachers to reflect on their own ideas about teaching. This reflection on what happens in classrooms, and in the personal theories which shape it, can help to bring about changes in practice.

The project is currently developing INSET materials which give teachers opportunities to consider their views of teaching, learning and science, classroom strategies and ways of adapting their teaching to take account of students' prior ideas. The project has also begun an investigation of the development of children's ideas in science throughout schooling with a view to providing information which may help teachers to take a longer view of the learning process.

The Children's Learning in Science Project is directed by Dr Rosalind Driver, Reader in Science Education at the University of Leeds. Angela Brook and Kate Johnson are project research staff. The project has been funded by the DES and SCDC through the Secondary Science Curriculum Review.

The teaching schemes package is available for £30 from The Business Secretary, Centre for Studies in Science and Mathematics Education, University of Leeds, Leeds LS2 9JT. Further information about the project can be obtained from the CLISP Project Officer, at the same address.

EXTRA

TEEMed up continued

a parallel circuit if two components are to work together, the use of a series circuit if one component is to control another, the idea of resistance and importance of timing and sequencing in control circuits. Pupils use a range of controlling devices: microswitch, mercury tilt switch, reed switch, light dependent resistor, variable resistor, computer input and output) to design and build solutions to problems using lamps, LEDs, buzzers and motors. The development of technological, creative and inventive skills are seen to be very important and set the electrical circuits work in a meaningful context.

Some idea of pupil activity and progression can be seen from a list of the unit titles:

1. Investigating components and measuring currents;
2. Series and parallel circuits;
3. The LED game;
4. Investigating switch control;
5. Communicating using electricity;
6. Building and controlling a vehicle;
7. Automatic control of a vehicle;
8. Lighthouse project;
9. Changing the current;
10. Sequences for a buggy;
11. Computer output control;
12. Using computer inputs and outputs;
13. Final project.

The computer software supplied provides an environment for initial control using one input and one output with a syntax and language free structure, a buggy control system linked visually to the operation of the circuit, a sensing and display package and a computer-based reporting system. It should be pointed out that the computer-based work is only a small (but necessary) part of the course. Most pupil time is spent designing and building conventional circuits.

The aim of part 2 is to provide a bridge between electric circuits and electronics and to introduce different ways of thinking. An understanding of current flow has always been essential, but in electronics and microelectronics circuits are very small and voltage drops is the concept to be developed. Pupils are encouraged to extend their thinking in terms of "signals" between "control" signals, "sensing" between "control" signals, "sensing" between "control" signals. The progression to "logic circuit controlling another" is developed through the use of reed relays and capacitors to produce timing circuits as a natural progression from the mechanical and computer-based timing in part 1. The range of control is extended by using an on/off forward/reverse DRIVER with the emphasis still placed on one circuit controlling another. The driven circuit is seen as being separate from the controlling circuit. As in part 1, constructional projects form an integral part. Links are provided to information technology with the opportunity for pupils to complete worksheet outlines supplied on disk using wordprocessing.

14. One circuit controlling another;
15. Building a burglar alarm;
16. Storing and using charge;
17. Electronic control;
18. Short-time memory;
19. Using a permanent memory;
20. Counting electronically;
21. Timing and sequencing;
22. A computer-controlled washing machine;
23. Final project.

Care has been taken to design the counter unit so that it operates if pupils make a "series" control circuit to turn it on as they would do for a lamp or LED. The LDRs will work with the normal light levels found in a lit room and also from a VDU screen to operate the driver units. In this way the use of computer control links directly to the rest of the work in the course.

I should like to thank the development group for all their hard work and Andrew Cooper (now at the Trent International Centre for School Technology) for producing the initial structure.

TEEM pack 1 and TEEM pack 2 are available at £25 each from 300, 150, cash or local authority order. Each pack contains a teacher's guide, copy masters for pupil instruction sheets, pupil answer sheets, assessment material and a 40 track BBC disc of the software for use by a single institution. The Locktronics is available from Add Lock & Co Ltd, Neville Street, Oldham, Lancs OL1 1JF. Price £10.00. Locktronics is available from various suppliers.

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Primary science

Time-worn mistakes

LYNN NEWTON • DOUGLAS NEWTON

Science education has, at last, been given a speaking part on the primary school stage. Rightly or wrongly, it will tend to be judged by its first speech. However, strong arguments for primary science teaching, its fate will be determined by its actions. If the science is trivial, weak or irrelevant then it will be neither respected nor valued and will end its days in the wings as an extra.

Primary science education has set itself a difficult task. It does not see its main aim as teaching the products of science; its concepts, laws and generalizations. Instead, it wants to develop a scientific attitude in children, to discipline their approach to ideas and information and how they evaluate them. Of course, skills must be taught, but they must be developed in a vacuum and it is largely through the vehicle of the products of science that the end is to be achieved. Various DES and IIM documents identify the major products which primary school children should experience. So the products of science, sometimes devalued and despised in their lesser role, are very pertinent to the success of primary science. They are also the hits of primary science, most accessible to society. Why then, is more care not taken to avoid the time-worn mistakes of last year's secondary science?

Resurrected like Count Dracula, we find the classical, spouting error. The lowest jet does not reach its maximum range on a level with the base of the cone. Primary science is nothing if it is not mainly a practical activity. Can those who propagate such errors really believe their own dictum? Similarly, does a ruler in a beaker of water really look like that? Or is it a false analogy with the refraction of a ray of light through a glass block? Are water wings now so effective that the displacement of air is what matters? Does light through a jar of water really produce a spectrum in the shape of an arc? Bad science is not confined to pleasures. Elsewhere we find, for example, detailed expositions of centrifugal force and momentum defined as energy.

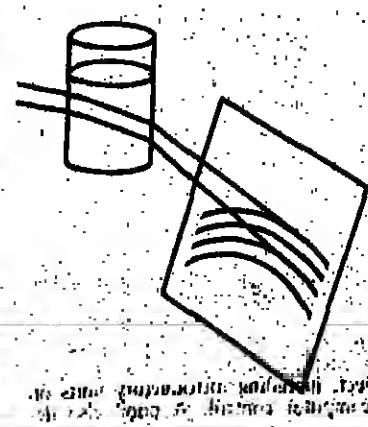
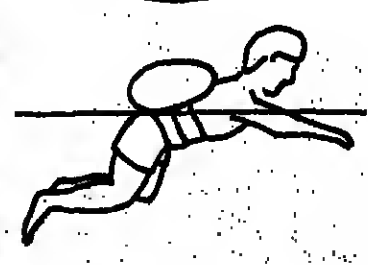
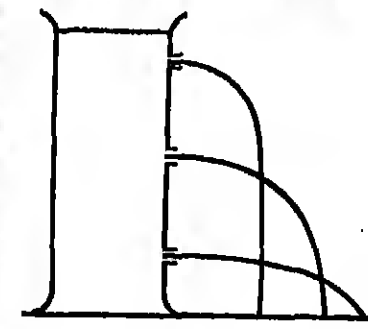
But more important than the misconceptions themselves is the underlying attitude to primary science which may seem to have. It seems that their first source is elementary secondary science. Now, secondary science itself is changing, and more emphasis is placed on skills and processes than before, but it is not this science which is the source of inspiration but that of several decades ago. Should primary science comprise the cast-offs of secondary science? Is it to be nothing more than pulled-down lower school science, re-written with shorter words? Does it have nothing of its own to say?

Having decided to emphasize practical skills and processes, they must be practised with material which is relevant and appropriate to the younger child. In general, that material should have its origins in the child's own world and should begin to provide a coherent and organized view of the world, the self, other people and how they are related. Secondary science

should be building on the foundations of skills, processes and products laid in the primary school. The exemplars and materials for older children are not necessarily those best suited to develop such foundations.

The credibility and respectability of primary school science will tend to be judged on its teaching materials. An established subject can sustain and survive the occasional bad actor. Its reputation is robust and its long history inclines the critic to patience. Primary science education is not yet in that secure position.

Lynn Newton is Lecturer in Primary Education (Science) at Newcastle University. Dr Douglas Newton is a science teacher and science education writer.



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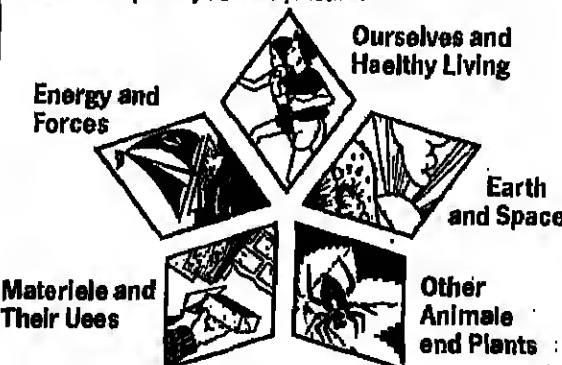
Publication March 1988

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Using electricity and electronics creatively

All TEEMed up

TREVOR CROSS

The Technology through Electricity, Electronics and Microelectronics (TEEM) project grew out of developments in three schools in Cheshire, and was based on the belief that the work on electricity experienced by pupils aged 11-13 could be used to develop skills in technological problem-solving as well as developing scientific understanding and knowledge. It was felt that the range of experiences in present courses was too narrow and lacked progression. The powerful technology framework would also provide a foundation for electronics, microelectronics and control technology. The course aims to capture pupils' imagination by using electricity and electronics creatively to control models made from Lego and Fischertechnik.

The course has been seen to work effectively, providing some of the most exciting lower school science work available with genuine pupil-directed investigative work and a high level of motivation. Every effort has been made to design a course which provides active learning and is manageable with full classes. Circuit concepts and skills in technology are developed through a mixture of experiments, structured control activities and a project, involving introductory units on computers, control. A pupil also de-

velops the ability to put thoughts and designs into practice, insight into the imaginative ways of thinking needed to design solutions and comes to appreciate that there are a variety of solutions to any one problem.

Pupils learn to work in a team and to express information on paper, on a wordprocessor and through diagrams. The essential difference between the course and more traditional science courses lies in the greater emphasis placed on the design process. Pupil and teacher response to the course has been very encouraging with no apparent sex difference in the amount of interest, motivation and inventiveness being shown between boys and girls.

TEEM replaces and extends existing courses within the science curriculum, provides a link between the traditional roles of science and CDT departments and makes a contribution to a pupil's information technology education. Close links are being encouraged at school level so that pupils experience a coherent and linked curriculum.

The course has been under development for five years, has been extensively trialled and is currently being used in 22 out of the 74 schools in the

authority. The remaining schools begin using it this year. The course is seen by the authority as a major step in providing entitlement for all pupils in this area. It is part of the authority's contribution to the Secondary Science Curriculum Review (product No T03 in the directory and p49 of *Being Science: Approaches to Learning*, Book 4). British Petroleum has been far funds through the SSCR to co-ordinate the development and the authority has provided financial support to schools for equipment.

Many of the objectives are skill rather than knowledge based and so the assessment is in the form of an extended report based objectively on criterion-referenced profile statements gained from observations of pupils working, "can do" tests, a written test and a pupil's own self assessment.

The course uses both standard and specially designed Locktronics together with Lego or Fischertechnik kits. The course has been developed in two parts which can be split in various ways according to the needs of particular schools.

In part 1 the main scientific themes developed are the flow of electricity, the use of electricity and the need for

ROCK OFF AIR

THE "ROCKSCHOOL" previewed on these pages is not the only one. As well as the TV tuition *Rockschool*, there is also a national Rock School competition, sponsored by the Trustees Savings Bank, to find the best school rock band in Britain. Now in its eighth year, the competition encourages hundreds of young bands, in addition to mounting a successful teacher education programme. The competition has been held as a model of responsible sponsorship, recognized by an award from ABSA, the Association of British Sponsorship of the Arts.

Standards are genuinely high, high enough to warrant the sort of TV coverage that repays the enormous outlay on organizing regional finals and a jamboree national final with celebrity panel. Until this year, the final, held at the Camden Palace in London, has gone live, the much needed national coverage on BBC-TV's *Saturday Superstar*. This year, round, it is to be held in Bradford and will have an hour to itself on national ITV, courtesy of Yorkshire Television, and presents an interesting

Conversation piece

Painters and Models: Hogarth and British Painting 1700-1760. Tate Gallery until January 3.

If Hogarth was the decisive figure in freeing British painting from foreign domination, this generally enlightening and enjoyable exhibition refuses to let him completely overshadow important contemporaries. What is more, a proper place is given to those foreign painters who assisted in the emancipation of native talent, like Joseph Van Aken who brought an everyday genre picture from Flanders, and Philip Moreau who introduced the French taste for costumed figures in a pastoral setting called the *féte galante*. When these two categories combined with the British obsession for portraiture, the outcome was the conversation piece, practised in one form or another by artists as important as Highmore, Hogarth, Hymman, Gainsborough and Devis.

A portrait group, in or out of doors, the conversation piece easily and quickly accommodated the growing taste for country estates, animals and anecdotal interest. Hogarth's "The Cholmondeley Family" includes these qualities while his "A Performance of The Indian Emperor" shows not only how close the conversation piece could come to theatrical performance but how they could be combined. These are both particularly fine paintings yet they are not alone. By 1730, Charles Phillips had put "Thomas Hill of Tern and His Family in a Landscape" and John Laguerre had painted "Four Scenes from the Opera of Florn, or Hob in The Well".

It was Hogarth, however, who brought the pictorial narrative series to maturity and turned it into a kind of comic history painting complete with moral lesson, as "The Rake's Pro-

gress" reveals. Every one of the eight canvases is packed with incident and together they require as close a reading as any novel. Closer, in fact, than Highmore's later "Twelve Scenes from Samuel Richardson's 'Pamela'" which pay attention only to the main events. But attentive reading is called for in Hogarth's single canvases, be they subject pictures, like "The March to Finchley", which gently mocks the defence of London against a possible Jacobite invasion, or group portraits like "The Graham Children", where the cat's interest in the caged bird attracts more than one participant's attention.

By mid-century, British painting had come of age. Hogarth's famous portrait of Captain Coram not only epitomizes the natural dignity and good sense of the sitter, it is a key-work in the gallery devoted to pictures donated by British artists to the Foundling Hospital started by that charitable gentleman. A national gallery in embryo. Hudson, Highmore and Hogarth gave portraits and subject pictures and others, including Wilson, Lanier and Gainsborough, gave views. Urban though most of these are and contemporary with those done in England by Canaletto, they are closely tied to the rapidly developing taste for natural landscape, of which Lambert's "Moorland Landscape with Rainstorm" and Gainsborough's "Extensive River Landscape" are excellent examples. Hogarth played no more part in this than did Ramsay or Reynolds who, fresh back from Italy, appear here as heralds of a new grandeur.

Michael Clarke

Right: Gavin Hamilton: "Elizabeth Gunning, Duchess of Hamilton", 1752



Patronage

The Tuscan. By Alan Osborne. Made in Wales Stage Company. Sherman Arena, Cardiff.

The Tuscan is a play about Michaelangelo. Author Alan Osborne, a former art teacher, examines the years between 1506 and 1511 when Michaelangelo was struggling with his patron, the warrior pope Julius II. During this period Michaelangelo was compelled to abandon his work on the marbles for Pope Julius' tomb, first to cast an enormous bronze effigy of him, and then to paint the ceiling of the Sistine chapel. The central theme of the play is the relationship between art and patronage, and its contemporary relevance is pointed by the use of Arts Minister Richard Luce's face on the poster and quotations from his speeches in the programme.

History records that, however unwillingly Michaelangelo tackled the Sistine, he left a masterpiece there. Osborne makes much of the fact that the bronze effigy lasted only three years, and was then melted down and recast in the form of a cannon. The pope's tomb remained unfinished. What the moral of the story is, and how it relates to present Government policy, is not clear. Osborne's ambitious text, despite its rich lyricism and Jamie Garven's sympathetic direction, is too dense to make much of an impression at a first hearing.

Peter Mumford contributes a fine stage set that makes a sculptural statement in its own right, and is well worth seeing.

Barry Russell

Watermans Arts Centre, London, October 26-31; Theatre Clwyd, Mold, November 3-7.

Empty praise

River's Edge (18). Curzon, West End. Plumbum, or a Dangerous Game. National Film Theatre, October 13.

River's Edge explores a moral vacuum. It opens on a deliberately shocking image: a plump teenager meditating beside the naked body of the girl he has just murdered; and, no less eerie, the 14-year-old who casually observes the scene from across the river before throwing his younger sister's favourite doll into the water. The murderer is a psychopath who only feels truly alive when he kills. The boy, on the other hand, is "normal", yet totally blind to the feelings of others. The only emotions he experiences are anger, hatred and contempt.

There is little actual violence in the film. John tells his friends what he has done and they come to stare at the body, poking it to confirm that Jamie is dead. Their leader, Layne, calls for them to rally round: this is real, this is like being in the movies, they must stick together. John himself is unmoved, his authentic indifference contrasting with Layne's frenetic and self-dramatizing appeals for group solidarity.

Tim Hunter's film draws a parallel between these empty lives and a Sixties generation whose dislike of authority was motivated by real causes. The relics of the Sixties are now washed up like Feck (Dennis Hopper), a one-legged reclusive who supplies drugs from the home which he shares with an inflatable doll and the wreck of his Easy Rider bike. Only Matt and his girlfriend gradually manage to dredge up some feeling for their dead classmate and are prepared to turn John over to the police.

Behind the picture of indifference and amorality one suspects an older



Layne (Crispio Glover) in River's Edge

generation's instinctive fear of youth: most teachers and parents have experienced the contempt and apparent impenetrability of young people when appealing to their better feelings. Eventually, the director weakens and the younger brother is allowed a moment of vulnerability, but it is so inconsistent with his previous behaviour as to appear sentimental. The character of the 14-year-old suggests a comparison with Plumbum, the unpleasant "hero" of Vadim Abdrashitov and Alexander Mindadze's film in their season at the NFT. Plumbum becomes a volunteer member of the auxiliary police, tracking down minor criminals. In one sense, he is the counterpart of the young pioneer heroes in conventional Soviet cinema,

a morally inadequate youth who exploits the system to satisfy his desire for power and his feelings of self-importance. Answering questions at the NFT, Abdrashitov and Mindadze denied that they had intended to show Plumbum as the product of social or family circumstances. But their film is rooted in a particular society and, despite its pessimistic ending, offers a message which is not just one of alienation and moral void. The system that allows Plumbum to flourish is wrong and needs to be changed. Hunter has no such explanation for what is lacking in small-town America.

Robin Buss

The National Theatre's increasingly busy Education Department announced its plans for the future at a press conference last week. These include a national tour of David Hare's *Funshine* (directed by Di Trevis) in early 1988, a season of the current touring production, *Apart from*

George, at the Royal Court (from November 3) and a revival of *The Pied Piper* with ILEA children, 800 in all, as "rats" opening on October 29 in the Olivier Theatre. A weekend devoted to Alan Ayckbourn's *A Small Family Business* is scheduled for next February and among projects "in the pipe-

line" is a one-man touring show with James Hayes in *Russell of the Times*. W H Smith/Interact, the scheme under which the NT responds to requests from schools for workshops on a variety of theatre skills, goes from strength to strength. Information: 01-928 2033.

Kill or cure

Can We Talk? Breakout Theatre Company. White Hart Lane School, London N22.

9.30am - 80 blurry-eyed sixth formers are met with energetic greetings. "Hi! It's great to be alive! What? This is supposed to be a programme about Aids, so why is a multi-coloured monster from Alpha Centauron sucking these 'Okay-ya-ers' through probing tentacles into a bulking mass? Answer - for experiments to decide the fate of humankind."

The year is 1999: the Aids virus has reached epic proportions and the medical solution is cure through extermination to produce a race of "disease-free, perfect people". Does Homo Sapiens stand any chance of survival?

In a growing relationship of trust and understanding, the alien and the students "examine" human specimens who appear through giant feelers.

Olgies of recognition greet the "young, free and single, straight 'n safe' male, boasting 102 girlfriends and sympathy goes out to the heroin-addicted, single-parent, HIV positive prostitute who offers safe sex, but gets no takers. An optimistic and secure Aids-carrying gay meets an Aids-suffering, untreated African, banished from his village and wife to expose powerfully the injustice surrounding the virus."

The alien concludes that "Aids is only one of the complex factors which damages individuals". But is the human race to be saved? Breakout in this programme of theatre and follow-up work for 15 to 18-year-olds has once again created a colourful and vibrant visual extravaganza full of humour and compassion to explore and challenge attitudes to Aids.

Kate Elliott

Can We Talk? is currently on tour throughout London, Berkshire, Cleveland and Manchester. For full details contact Breakout on 01-485 2848.

American hero

Paul Bunyan. By W H Auden and Benjamin Britten. Bowen-West Community Theatre, Bedford.

Written in the shadow of the Second World War and revived in 1976 following its authors' deaths, *Paul Bunyan* is a celebration. Its mighty American hero's exploits in taming the land which is not just one of allegation and moral void. The system that allows Plumbum to flourish is wrong and needs to be changed. Hunter has no such explanation for what is lacking in small-town America.

With hindsight, it is easy to see Britten as the more practical theatre worker; operatic pastiche, country and western and blues are incorporated into his music. Strong singing by chorus and soloists (particularly Dale Branton's Inkslinger and Beth Kilby's Tiny) was matched by John Shaylor's conducting and the orchestral playing which brought out the delicious variety of woodland colouring in the score. In all but one respect, John Topping's production was fine, with expert

characterization, movement (human and animal) and use of humour. But it was a mistake to have Bunyan on stage. The character was intended to be heard only as an amplified voice and despite David Willis's clean-cut and affable performance, imperatoriness reduces the hero's stature. He has no music and Auden wrote about his effects on others, so side-by-side with them he is doubly inert. I do not understand Mr Topping's fondness at this venue for placing bits of action behind the audience - we could see more if everything happened in front of us.

Bunyan is a young person's opera, a delightful, wholly accessible work which other youth groups might profitably turn to.

Timothy Ramsden

The Arts Council is funding a scheme which will link poets reading their work on radio with phone-ins, discussions, and readings in pubs and schools. On 22 local radio stations poets will read their work and be interviewed about it. Listeners will be asked to submit their own work, from which a selection to be read on a second radio programme will be chosen. More details from Regional Arts Associations or Sue Rose, 01-620 9495 ext 219/218.

Battledores, horn-books, copybooks, school reports, reading cards, invoices and receipts, printed school rules, presentation labels, school prospectuses, notes to teacher...

A wealth of such ephemera has been collected and preserved by The Ephemera Society and is currently being exhibited at various sites around the country.

The collection depicts educational times past with a vividness that only such material can evoke, giving sharp insights into the social, political and economic aspects of schooling through the years.

In association with the Society, The TES has published an illustrated booklet based on the exhibition with text by Maurice Rickards, foreword by Stuart Maclure and a teaching note by Graham Hudson.

THE TIMES

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BERKSHIRE ROYAL COUNTY OF BERKSHIRE
NEWBURY COLLEGE
Oxford Road, Newbury, Berks. RG13 1PQ
Tel: Newbury 106351
370004292

Applications are invited for the following posts:

LECTURER I in Brickwork
To develop the City and Guilds brickwork course for trainee bricklayers and also teach on an established course for General Building Operatives.

LECTURER I in Carpentry and Joinery
To teach the City and Guilds carpentry and joinery course for trainee carpenters and joiners and also teach on an established course for General Building Operatives.

LECTURER I in Social Care
To teach the City and Guilds social care course for trainee social workers and also teach on an established course for General Building Operatives.

LECTURER I in Business Studies
To teach the City and Guilds business studies course for trainee business studies students and also teach on an established course for General Building Operatives.

LECTURER I in Design
To teach the City and Guilds design course for trainee design students and also teach on an established course for General Building Operatives.

LECTURER I in Information Technology
To teach the City and Guilds information technology course for trainee information technology students and also teach on an established course for General Building Operatives.

LECTURER I in Computing
To teach the City and Guilds computing course for trainee computing students and also teach on an established course for General Building Operatives.

LECTURER I in Mathematics
To teach the City and Guilds mathematics course for trainee mathematics students and also teach on an established course for General Building Operatives.

LECTURER I in English
To teach the City and Guilds English course for trainee English students and also teach on an established course for General Building Operatives.

LECTURER I in Art
To teach the City and Guilds art course for trainee art students and also teach on an established course for General Building Operatives.

LECTURER I in Music
To teach the City and Guilds music course for trainee music students and also teach on an established course for General Building Operatives.

LECTURER I in Physical Education
To teach the City and Guilds physical education course for trainee physical education students and also teach on an established course for General Building Operatives.

LECTURER I in Sports
To teach the City and Guilds sports course for trainee sports students and also teach on an established course for General Building Operatives.

LECTURER I in Outdoor Education
To teach the City and Guilds outdoor education course for trainee outdoor education students and also teach on an established course for General Building Operatives.

LECTURER I in First Aid
To teach the City and Guilds first aid course for trainee first aid students and also teach on an established course for General Building Operatives.

LECTURER I in Health and Safety
To teach the City and Guilds health and safety course for trainee health and safety students and also teach on an established course for General Building Operatives.

LECTURER I in Fire Safety
To teach the City and Guilds fire safety course for trainee fire safety students and also teach on an established course for General Building Operatives.

LECTURER I in Food and Nutrition
To teach the City and Guilds food and nutrition course for trainee food and nutrition students and also teach on an established course for General Building Operatives.

LECTURER I in Home Economics
To teach the City and Guilds home economics course for trainee home economics students and also teach on an established course for General Building Operatives.

LECTURER I in Textiles
To teach the City and Guilds textiles course for trainee textiles students and also teach on an established course for General Building Operatives.

LECTURER I in Leatherwork
To teach the City and Guilds leatherwork course for trainee leatherwork students and also teach on an established course for General Building Operatives.

LECTURER I in Woodwork
To teach the City and Guilds woodwork course for trainee woodwork students and also teach on an established course for General Building Operatives.

LECTURER I in Metalwork
To teach the City and Guilds metalwork course for trainee metalwork students and also teach on an established course for General Building Operatives.

LECTURER I in Jewellery
To teach the City and Guilds jewellery course for trainee jewellery students and also teach on an established course for General Building Operatives.

LECTURER I in Silversmithing
To teach the City and Guilds silversmithing course for trainee silversmithing students and also teach on an established course for General Building Operatives.

LECTURER I in Goldsmithing
To teach the City and Guilds goldsmithing course for trainee goldsmithing students and also teach on an established course for General Building Operatives.

LECTURER I in Enamelling
To teach the City and Guilds enamelling course for trainee enamelling students and also teach on an established course for General Building Operatives.

LECTURER I in Stamping
To teach the City and Guilds stamping course for trainee stamping students and also teach on an established course for General Building Operatives.

LECTURER I in Bookbinding
To teach the City and Guilds bookbinding course for trainee bookbinding students and also teach on an established course for General Building Operatives.

LECTURER I in Cartography
To teach the City and Guilds cartography course for trainee cartography students and also teach on an established course for General Building Operatives.

LECTURER I in Surveying
To teach the City and Guilds surveying course for trainee surveying students and also teach on an established course for General Building Operatives.

LECTURER I in Landscaping
To teach the City and Guilds landscaping course for trainee landscaping students and also teach on an established course for General Building Operatives.

LECTURER I in Gardening
To teach the City and Guilds gardening course for trainee gardening students and also teach on an established course for General Building Operatives.

East Surrey College Redhill
Required for 1 January 1988
AVIATION & TRANSPORT STUDIES GROUP
Lecturer in Aeronautical Engineering
Applications are invited for the post of L1 in Aeronautical Engineering to develop the Group's aeronautical engineering provision, presently covering Licence Without Type Rating, BTEC Nat Cert Eng (Aerospace), and CG7282 Aircraft Technology. Responsibilities will include industry liaison, coordination of BTEC work, and working on other aviation courses within the Group. A good background in aeronautical engineering is essential, preferably with some instructional experience.

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Applicants should be suitably qualified and have appropriate experience.
Lecturer II £8,877-£13,938 p.a. under review
Lecturer I £7,125-£12,147-£13,938 p.a. under review
Further details and application forms from the Staff Officer, East Surrey College, Gatton Road, Redhill, Surrey RH2 2JX. Telephone: Redhill 772611.
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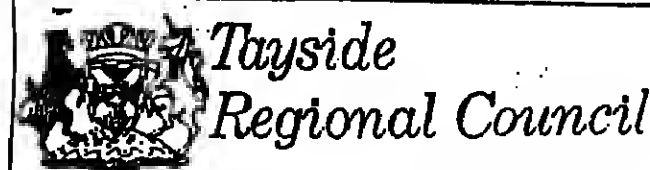
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Thryside Regional Council

FURTHER EDUCATION

ANGUS TECHNICAL COLLEGE, KEPTIE ROAD, ARBROATH DD11 3EA (Tel. 0241-72056)

Lecturer "B" (2 Posts) - Business Studies and Public Administration (Salary Scale - £9093 - £13,398)

Applications are invited for the above posts from suitably qualified and experienced persons who should be able to teach in at least two of the following areas: Accounting; Law; Economics; Public Administration; Personnel; Marketing and Management. As well as NC and HNC classes, the College offers a variety of short courses, as well as the successful applicants would also be required to teach.

Lecturer "B" in Office Studies (Salary Scale - £9093 - £13,398)

Applications are invited from suitably qualified persons preferably with relevant industrial experience to teach a range of Office Studies Subjects e.g. Office Administration, Accounts, Secretarial, Typewriting and Word Processing to students on National, Higher National Certificate and Diploma Courses.

DUNDEE COLLEGE OF FURTHER EDUCATION, OLD GLAMIS ROAD, DUNDEE DD3 8LE (Tel. 0382-819021)

Lecturer "B" in Electronic Servicing (Salary Scale - £9093 - £13,398)

Candidates should have industrial experience in a branch of Electronics.

The teaching programme offered is likely to be mainly concerned with the Electronic content of the SCOTEC National or Higher National Certificate in Electrical and Electronic Engineering.

The preferred qualification is a Degree in Electrical and Electronic Engineering.

Application forms and further details of the above posts may be obtained from the Principal of the College concerned to whom completed applications should be returned by Friday, 8 November 1987.

THRYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER

(53946)

Bromley College of Technology
Rookery Lane,
Bromley BR2 8HE
Tel: 01-692 6331

Lecturer I Communications

Available from 1st January, 1988, TWO posts of Lecturer I to teach subjects from the following: Communications on Secretarial and BTEC courses, including Leisure Studies, Office Skills and Technology, Reception and Customer Relations Skills, Interviewing and Job-seeking and Marketing the Leisure Industry.

Join a lively team in an expanding area of work. Apply immediately to the Principal's secretary for further details and an application form.

Closing date: Friday, 8 November 1987.

Salary scale (under review) for both posts is £6,843-£11,865 plus other, London weighting of £795.

(53948)

BLACKPOOL AND THE FYLDE COLLEGE



LECTURER II IN MATHEMATICS

LECTURER I IN CHEMICAL PLANT TECHNOLOGY
ASSOCIATE LECTURER IN PSYCHOLOGY

Closing date: 30th October, 1987.

For application form and further particulars apply to The Principal, Blackpool and the Fylde College, Ashfield Road, Bispham, Blackpool, Tel: 62362 Ext. 331.

(53951)

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

Oxfordshire County Council

AN EQUAL OPPORTUNITY EMPLOYER

THE HENLEY COLLEGE

This new tertiary College, the first in Oxfordshire, opened in September 1987. The following post, to start in April 1988 (or sooner in the Spring term if possible), offers an attractive opportunity to help create a new College.

CREATIVE and PERFORMING ARTS:

Division/Team Leader

This important and exciting post offers the opportunity to lead a team of staff responsible for teaching Art and Design, Music, Drama and other Performing Arts to 16-19 and adult students. We are looking for a creative artist or designer with interests across these fields. Applicants should have good organisational skills, management potential and the ability to produce work of a high standard. Teaching and/or industrial/commercial experience in the Art and/or Design field would be an advantage.

Salary: Senior Lecturer Grade: £12,615 - £14,820 (Bar) (under review)

Please write for further details (enclosing an A5 SAE please) to Mr G D J Phillips, Principal, The Henley College, Deansfield Avenue, Henley-on-Thames, Oxon RG9 1UH (telephone Henley 0491 578988). Applications should be received by Friday 6 November 1987.

(53949)

Barnfield College

SCHOOL OF ART & DESIGN

Applications are invited for the following full-time post in the School of Art and Design, which becomes vacant on 1st January 1988.

SENIOR LECTURER IN GRAPHIC DESIGN

- to undertake responsibility for the development of a curriculum to meet the changing needs of industry.
- to co-ordinate the School's Graphic Design, Photographic and associated studies on BTEC, YTS and Adult Training courses.
- to teach within his/her own disciplines.

Salary Scale: £12,615 - £15,873 pa
For further details and application form please apply to Miss M. Lawrence at the College. Completed application forms should be returned to the Principal, James Horrocks, by Friday 8th November 1987.

Barnfield College, New Bedford Road, Luton LU3 2AX. Tel (0582) 507631.

(53947)

CUMBRIA
BARNWELL COLLEGE OF FURTHER EDUCATION
Haworth Street, Barrow-in-Furness, Cumbria LA14 1NB
Tel: (05248) 25017

LECTURER GRADE I IN ENGINEERING

To teach mathematics, engineering science, engineering drawing and related subjects to BTEC National Certificate and City & Guilds courses. Applicants must have relevant academic qualifications and industrial experience.

Applicants will have an added advantage if they are teachers or have teaching experience. Further particulars and application forms are available from the Principal, to whom they should be returned by 6th November 1987. (53950)

Further details from the Principal, David Terry, Barnwell College, Whitehall Road, Barrow-in-Furness, Cumbria LA14 1NB. Tel: (05248) 25017.

Applications should be by letter enclosing a CV and should reach the College by 30th October 1987. (53951)

KENT COUNTY COUNCIL EDUCATION DEPARTMENT SOUTH KENT COLLEGE

Open Learning Co-Ordinator (Senior Lecturer)

Applications are invited from suitably qualified persons for this important post.

For further particulars and application form apply to the Principal, South Kent College, Shorcliffe Road, Folkestone, Kent CT20 2NA (0303-56861).

Closing date for applications: Friday 6 November 1987.

(53953)



GRANTHAM COLLEGE OF FURTHER EDUCATION, Stonebridge Road, Grantham, Lincs. Telephone (0476) 63141

DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade I in Travel and Tourism

Required for 1st January 1988 a person to teach students on BTEC National Diploma in Travel and Tourism and COTAC Level 1 and Level 2 courses.

Applicants should be ambitious, able and have good business experience at management level in a travel related business. Previous full-time or part-time teaching experience would be an advantage but not an essential pre-requisite for the post.

Application form and further particulars available from the Principal and should be returned by 2nd November 1987.



WAKEFIELD DISTRICT COUNCIL

LECTURER II - FLEXIBLE LEARNING CO-ORDINATOR FOR MANAGEMENT STUDIES

A Lecturer II is required to co-ordinate the increasing range of management training schemes run on a flexible learning basis. Experience on open learning management courses is necessary.

Applications forms available (on receipt of an s.a.e.) from The Chief Education Officer, 8 Bond Street, Wakefield, WF1 2QL, to be returned by 6 November 1987.

COLLEGES OF FURTHER AND TERTIARY EDUCATION

ESSEX

DOUBTON COLLEGE OF FURTHER EDUCATION
Lodge Lane, Loughton, Essex IG10 3BA
Tel: 01-408 8311

DEPARTMENT OF BUSINESS STUDIES

Required from 1.1.88 or as soon as possible a person to teach Business Studies to BTEC National Certificate and City & Guilds courses. Applicants must have relevant academic qualifications and industrial experience.

Applicants will have an added advantage if they are teachers or have teaching experience. Further particulars and application forms are available from the Principal, to whom they should be returned by 6th November 1987. (53952)

Further details from the Principal, David Terry, Barnwell College, Whitehall Road, Barrow-in-Furness, Cumbria LA14 1NB. Tel: (05248) 25017.

Applications should be by letter enclosing a CV and should reach the College by 30th October 1987. (53951)

GLoucestershire

GLoucestershire TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Computer Studies, to start in January 1988. Applicants should be able to teach a range of subjects on the BTEC National Certificate and City & Guilds courses.

Applicants will have an added advantage if they are teachers or have teaching experience. Further particulars and application forms are available from the Principal, to whom they should be returned by 6th November 1987. (53953)

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DEPARTMENT OF BUSINESS STUDIES

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HAVERING LONDON BOROUGH OF HAVERING

HAVERING TECHNICAL COLLEGE

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EDUCATIONAL PSYCHOLOGISTS

continued

SUNDERLAND

EDUCATIONAL PSYCHOLOGIST
 The Borough of Sunderland Education Committee is seeking applications for the post of Educational Psychologist. The successful candidate will be responsible for the provision of psychological services to schools in the Borough. The post holder will be required to have a degree in psychology or a related discipline, and to have completed a recognised postgraduate course in educational psychology. The successful candidate will be offered a salary in the range of £10,000 to £12,000 per annum, depending on experience. Applications should be sent to the Borough of Sunderland Education Committee, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Closing date: 11 November 1987.

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Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of MODERATOR for the Associated Examiners. The successful candidate will be responsible for the provision of examination services to schools in the Borough. The post holder will be required to have a degree in psychology or a related discipline, and to have completed a recognised postgraduate course in educational psychology. The successful candidate will be offered a salary in the range of £10,000 to £12,000 per annum, depending on experience. Applications should be sent to the Associated Examiners, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Closing date: 11 November 1987.

Further information and application forms may be obtained from the Director of Education, Borough of Sunderland, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. The successful candidate will be offered a salary in the range of £10,000 to £12,000 per annum, depending on experience. Applications should be sent to the Associated Examiners, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Closing date: 11 November 1987.

LONDON BOROUGH OF BARNET

DIRECTORATE OF EDUCATIONAL SERVICES

EDUCATIONAL PSYCHOLOGIST

CHILD GUIDANCE CENTRE, EAST ROAD, EDGWARE, HA8 0BT
SALARY: £10,974-£17,943 per annum inclusive.

We are looking for a fully qualified and experienced educational psychologist to join the Borough's Schools' Psychological Service.

This post deals with Section 11 work and will be of interest to educational psychologists wishing to work mainly with pupils whose first language is not English and willing to develop approaches to meet their needs. This would necessitate working closely with the Borough's Multi-cultural and English Language Support Service and schools with a large proportion of New Commonwealth and Pakistan origins.

Informal enquiries to Richard Flaxbeard, Principal Educational Psychologist, telephone 01 951 1044.

Closing date 5th November, 1987. Ref: 633/220

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Sentinels Square, Brent Street, Hendon, London NW4 2EN. Telephone 01-202 8262, ext. 2372 (01 202 6602 outside office hours).

(13315)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH OF BARNET

UNIVERSITY OF OXFORD

DELEGACY OF LOCAL EXAMINATIONS

General Certificate of Education Examination, June 1988

The Delegacy invites applications for addition to the list of those suitable for appointment as Assistant Examiners:

Assistant Examiners

Advanced Level Economics

ECONOMICS — PAPER 1 (Essays)

ECONOMICS — PAPER 3 (Comprehension and Analysis)

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with recent teaching experience at secondary or tertiary level.

Application forms and further details may be obtained from the Secretary (ref. WRL), University of Oxford, Delegacy of Local Examinations, Ewert House, Ewert Place, Summertown, Oxford, OX2 7EZ.

Tel. no. (0865) 54281, extension 337.

Completed application forms should be returned by 20 November 1987.

Miscellaneous

CAREER WITH SUN

TELEPHONE SALESMAN
 Opportunity for an interesting and rewarding future, combining security and real opportunity. Full training, unlimited prospects and attractive income. Suitable applicants, aged between 24 and 48, can be employed in the area of their choice.

Telephone Sales, Marketing and Forwarding, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Tel: 0191 541414 or write to: Sun Life of Canada, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Tel: 0191 541414. Ref: 755 (18729)

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Outdoor Education

CUMBRIA

OUTWARD BOUND ESKELO
 Single instructor position available for the 1988 season. The successful candidate will be responsible for the provision of outdoor education services to schools in the Borough. The post holder will be required to have a degree in psychology or a related discipline, and to have completed a recognised postgraduate course in educational psychology. The successful candidate will be offered a salary in the range of £10,000 to £12,000 per annum, depending on experience. Applications should be sent to the Borough of Sunderland Education Committee, 100, Victoria Road, Sunderland, Co. Durham, SR1 1AA. Closing date: 11 November 1987.

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English as a Foreign Language

BOURNEMOUTH

ESL COURSES AT ITTC
 Learn to teach English as a foreign language at the International Teaching Centre, Bournemouth. The Centre offers a two-year course leading to the Royal Society of Arts Certificate in Teaching English as a Foreign Language. The successful candidate will be offered a salary in the range of £10,000 to £12,000 per annum, depending on experience. Applications should be sent to the International Teaching Centre, Bournemouth, Dorset, BH1 1AA. Closing date: 11 November 1987.

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LONDON SW19

WIMBLEDON SCHOOL OF ENGLISH

Available in January 1988, full-time EFL instructor. Degree plus 1st B.A. T.E.F.L. Diploma or equivalent qualifications are essential. Salary on scale £9,400 to £10,500.

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WORCESTERSHIRE

SCHOOL OF ENGLISH

Available in January 1988, full-time EFL instructor. Degree plus 1st B.A. T.E.F.L. Diploma or equivalent qualifications are essential. Salary on scale £9,400 to £10,500.

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PERSONAL COLUMN

The phone rang. It was TV-am wanting to know if I would put in an appearance on next morning's breakfast programme to defend the use of calculators by children. Not possible, as I was teaching first thing, but why, I queried, should anyone have to justify this nowadays commonplace piece of 1970s technology?

Apparently, I was told, someone called Sir Rhodes Boyson had been on the programme that morning attacking the use of the little electronic miracles and a counter-argument was required. Now hold on a minute, sunbeam. Did I hear aright? Sir Rhodes Boyson? Ol' Baggy Eyes knighted?

The mind filled with ludicrous images. Did the Queen, one wondered, tap him on the shoulder and say "Arise Sir Baggy"? Would he now go riding through schools on a white charger, poking microcomputers off shelves with his lance? This would be a bit much, as many business people acknowledge that it is the younger generation who take most easily to word processors because of all the valuable preprocessor work schools have done.

It was not, however, the picture of Sir Baggy rabbiting on about the evil influence of 20th-century technology, or, for that matter, of the wheel, that stuck in my mind. It was rather the thought that he is one of a very small number of former teachers or heads to be given the sort of public honour which any society ought to confer on its most distinguished educators of children.

Headship, in particular, is nowadays so demanding that anyone who makes it to retirement without suffering a nervous breakdown, becoming unhinged, or developing delusions of being Joan of Arc or Napoleon, should automatically be elevated to the peerage.

Many heads have managed to run their schools effectively through the most severe period of industrial action anyone can remember, survived the mayhem of reorganization, contractions or merger, have tried to sustain their colleagues' morale when conditions have been poor, and have kept good relationships with pupils and parents. Add to this the fact that many did lunchtime supervision every day for months on end, and it is not exactly a recipe for a wrinkle-free countenance.

It all reminds me of when I visited New



TED WRAGG

Heads' aches

'Anyone who makes it to retirement without becoming unhinged should automatically be knighted'

York around 1970. Here were some of the most talented and energetic high school principals in the United States keeling over as a result of the pressures. The city was virtually bankrupt so resources were constantly cut. The head of one school told me that he had just been presented with a list of nine non-negotiable demands by student activists. The first three required him to stop the war in Vietnam, improve housing and abolish poverty. He took one look at his capitation and opted for early retirement.

Small wonder that some heads do actually go dotty when up against it. There is a long and honourable tradition of likeable fruitcakes running schools, and every teacher I ever talk to seems to have met a certifiable lunatic along the way.

One head used to cycle down the corridors of his school wearing his gown which flew out in the breeze as he sped past classrooms. Any time he saw pupils writing, or noticed teachers working with an individual or small group, he would burst in and remind them they were paid to teach the whole class. Sir Baggy would have loved him.

Another only appeared once a month to give out salary cheques to staff. Did he, one wondered, offer a word of encouragement ("Well done, Scroggins. I've added an extra fiver for effort"), but apparently he just handed over the loot.

What has been particularly noticeable over the past 20 years is the emergence of a

highly professional breed of deputy head. A few years ago a study of deputies showed they fell into two major groups: the bright and capable understudy who might one day be a head, and the old leg whose only duty seemed to be to pin notices on the staffroom notice-board. This amused me greatly at the time, because the deputy in my school was so incompetent, if he'd tried to pin a notice on the board he would probably have missed. The skilful pro is in the majority today.

One big worry for schools is that many very capable teachers, who would make superb deputies or heads, are simply unwilling to take the job, preferring instead, and who can blame them, to get on with their classroom teaching. This situation is likely to become worse after the Government's forthcoming Education Bill becomes law and heads, faced with increasingly powerful governing bodies, find themselves with more responsibility, but less control over what goes on.

Running the total school budget, for example, would be fine if schools were well-funded and heads were supported with proper professional financial advice. Many will find that they are expected to administer complicated budgets alongside all their other duties.

Another perplexing feature of life at the top is that some recent events have tended to drive a wedge between heads and the rest of the staff. The Government and some local

authorities have sometimes sought to pick heads off as separate beings, almost an extended arm of national or local politics. Some heads have been reprimanded for writing to the press to complain about cuts or proposed closures, on the grounds that heads, though not necessarily teachers, must be loyal implementers and accepters of local authority policy. This sort of repressive and divisive twiddle must be seen off.

As someone who is responsible for a large university department I can empathize with heads receiving endless notes about the need to cut 5 per cent off this and 10 per cent of that, the blame that comes from politicians for everything from the failure of our athletes in the world championships to the price of sliced bread, and the countless exhortations to raise money.

The complete futility of being in charge of anything in education nowadays was beautifully summed up for me a few months ago. I was staying with my parents on my way to a conference, and I went out for my usual morning run, undertaken in the faint hope that being moderately fit will help me cope with most of the rubbish that comes my way.

I rounded the corner by the post office where the old Yorkshire gaffers congregate to collect their pensions. One of them looked me up and down as I lurched past frantically gasping for air and trying to work out my conference address at the same time. Bringing to bear 80 years, in a guess, of accumulated insights into human behaviour, he distilled the essence of holding any position of leadership in education in present circumstances. "Thin' daft bugger", he muttered. It said it all.

NEXT WEEK

A level review

Sue Surkes sits through the evidence submitted to the Higginson Committee

Showing industry how

Management experts say schools can teach firms a thing or two

Extra: English

NOTICEBOARD

PEOPLE...

Mr Roddy Cavallaro, the deputy director general of the British Council, has been inducted as president of the executive council of the British Education Equipment Association. Mr C. Bundy, group managing director of E. Arnold & Son has taken over as chairman. Mrs Sheila Greenfield has been appointed head teacher of Townsend Church of England School St Albans on the retirement of Mrs Patricia Pollard. She was formerly head of Lagan College, Northern Ireland.

Professor Gerald Barnbaum has been appointed to the new post of executive pro-vice chancellor and registrar of the University of Leicester, from October 1.

Mr Terry Lammon has been elected president of the north-east region of the Association for Science Education. He is technical director of International Patent, based in Felling, Tyne and Wear, and succeeds Dr David Bellamy.

CONFERENCES...

November 6 Open learning: a student-centred approach organized by the modern languages section of the National Association of Teachers in Further and Higher Education at Regent's College, London NW1. Speakers include Sheila Innes and Brian Hill. Fee £17.50. Details from Mrs Kate Seeger, Littlestone House, Wall Hill, Ashurst Wood, East Grinstead, Sussex.

November 7 Action research in pastoral care organized by the National

Association for Pastoral Care in Education and Sunderland Polytechnic Faculty of Education. Speaker Colin Elliot. Details from Stephen Munby, Hamerton Hall, Sunderland Polytechnic, Gray Road, Sunderland SR2 7EE.

November 10 Forum on the Rights for Elderly People to Education (FREE) conference at the Institute of Education, Bedford Way, London WC1, with Selly Greengross, Eric Midwinter, Roger Harrison, Brian Groomebridge and Frank Glendonning. FREE is an Age Concern England information network open to everyone interested in education and older people. Details from the Co-ordinator, Diane Horton, Bernard Sunley House, 60 Pitcairn Road, Mitcham, Surrey CR4 3LL.

November 12 From policy to practice: equal opportunities in education at the Industrial Society with Keith Evans and Barbara Taiton for staff in L.E.A.s, school and colleges. Details from the Industrial Society, 48 Brynston Square, London W1.

November 13 Autism: implications for family and school organized by the National Association of Teacher Therapists and Teachers in Multidisciplinary settings at Isledon Teachers' Centre, London N4. Details from Gill Eastaugh 01-579 6542 (evenings).

November 14 Collection of literacy documents organized by the British Association for Literacy in Development at Reading University, 16 London Road,

Reading, followed by the association's first annual meeting. Members £5.00, others £10.00 (to include membership of BALIO for 1988). Details: Don Clark, BALIO, 69 Greenhill Road, Birmingham B16 9SU.

EVENTS...

October 13-January 10 The Common Chronicle: an exhibition of brochures from county record offices, including letters, photographs and maps at the Leicestershire Museum and Art Gallery. Details from Miss K. Thompson, County Archivist, Leicestershire Record Office, 57 New Walk, Leicester LE1 7JB.

October 27-31 'From Devil's Food' to Dairy Milk explores the history of chocolate through five workshops involving cookery, drama, craft activities and informal talks at the Geoffrey Museum, Kingsland Road, London E2. All activities are free but booking is essential for workshops and talks on Thursday and Friday. Children under 7 must be accompanied. Further information from the Education Department, 01-739 9893.

November 10 Antisocial and identification: working with the disturbed child a lecture by Dr Anthea Blafid at The Tavistock Centre, 120 Belgrave Lane, London NW3. Lecture Room 4, for the Forum for the Advancement of Educational Therapy. Details from Jean Cowen, 2 Broomfield, 213 Wilsden Lane, London NW6.

COURSES...

October 26-29 Half-term dance and music course for primary and middle school teachers at the London Contemporary Dance Theatre, The Place, 17 Dulke Road, London WC1. Cost: £55. Details from 01-387 0324 ext 241.

November 12-14 Assembly in the primary school: a two-day course for teachers on current aims and practice. Details from the director, BFSS National RE Centre, West London Institute of Higher Education, Borough Road, Isleworth TW7 5DU.

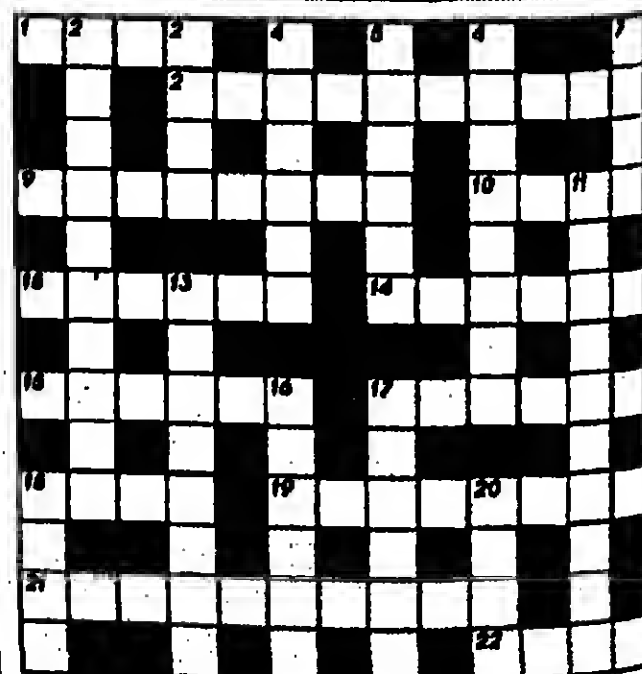
November 12 From policy to practice - equal opportunities in education at the Industrial Society with Elizabeth Bang, Keith Evans, Barbara Taiton and Beryl Morris. Fee: £58.66. Details from Fiona McConach, The Industrial Society, 48 Brynston Square, London W1.

PUBLICATIONS

Signposts - a guide for women returning to work or learning discusses financial help, writing job applications and where to go for advice on jobs or courses. It is published by the Equal Opportunities Commission and is available free from Overseas House, Quay Street, Manchester M3 3HN.

Notes for Noticeboard should be sent to Janette Wolf, TES, Priority House, St John's Lane, London EC1M 4BX.

CROSSWORD



Across

- 1 A favourite all-round fuel (4)
- 8 Game for old school together (5, 5)
- 9 What a haberman may do, though rated (8)
- 10 An ill-considered break-out (4)
- 12 Holiday cure (6)
- 14 New verse I correct (6)
- 15 Free to think again (6)
- 17 Absolutely denied involvement (6)
- 18 Some private tuition for the benefit of the semestra (4)
- 19 Swirling - dangerous from Khazretum, perhaps (8)

Down

- 1 Corner at 90 (5, 5)
- 2 Accomplished fellow with a certain bearing (4)
- 3 Promise a fight (11)
- 4 It's wrong to raise the pace (4)
- 5 A note sent out by representatives (6)
- 6 Tactless native (6)
- 7 Deeply - longviewed and serious in intention? (8)
- 8 Island in main channel (4)
- 9 Temporary cessation of South American resentment pay (10)
- 10 Cupid power? (8)

- 16 Islam's new religious book (6)
- 17 Colour I associate with wry-as-a-joke (6)
- 18 Real troubles and is belied (8)
- 19 Born and died in poverty (4)

Solution to puzzle 221

